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ABSTRACT

The Greenwood (Mississippi) Career Education Project was conducted to meet the following objectives: (1) to employ a career staff and establish the administrative structure of the project; (2) to conduct inservice workshops with faculty members for the purpose of acquainting them with project objectives and their responsibilities; (3) to expand and improve a career-centered education program as an integral part of the curriculum for grades 1-8 using a central career education resource center; (4) to develop and implement a career centered educational program as an integral part of the curriculum for gades 9-12; (5) to develop a career education resource center for grades 9-12; (6) to develop career curriculum guides for grades 9-12; and (7) to provide continuous evaluation of the project. These major objectives were accomplished or developed to a satisfactory level. Several process objectives were accomplished to a lesser degree, (1) reflecting still a lack of adequate planning for inservice training programs; (2) lack of adequate emphasis on job placement and job placement records for students completing school or dropping out of school; and (3) lack of an adequately structured program which included career decision-making skills, job-seeking skills, and job-retention skills for students at the high school level. A third-party evaluation team collected data on students' attitudes toward careers and knowledge of careers. Additional data were collected via opinion surveys of teachers, parents, and the business and industrial community. (Author/BM)

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FINAL PROJECT PERFORMANCE REPORT

Greenwood Career Education Project
Project Number CAN 52001343
Grant Number GOO 7502317

Incremental Improvement Project in Career Education
Public Law 93 - 380, Section 406

Dr. J. Robert Cagle, Jr.
Greenwood Municipal Separate School District
Greenwood, Mississippi 38930

June 30, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 017 738

FINAL REPORT

Project No.: CAN 52001343
Grant No.: G007502317

Greenwood Career Education Project

The project reported herein was performed pursuant to a grant with the Office of Education; U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under U. S. Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

June, 1976

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ABSTRACT

1. Project No.:	2. Grant No.:	3. Nature of Report:
CAN 52001343	G007502317	X Final

4. Project Title:	5. Period Covered by this Report:
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12	7-1-75 to 6-30-76

6. Category of Project (as specified in 45 CRF 160d.5 and 160d.11):

Incremental Improvement

7. Project Director	8. Grantee/Assistance Contractor Institution/Address/Phone:
Mrs. Helen T. Allen Greenwood Municipal Separate School District Box 1497 Greenwood, MS 38930 (601) 453-3252	Dr. J. Robert Cagle, Superintendent Greenwood Municipal Separate School District Box 1497 Greenwood, MS 38930 (601) 453-4231

Major Accomplishments:

The Greenwood Career Staff listed seven major objectives which were to be accomplished by June 30, 1976. The objectives were as follows:

1. To employ a career staff and establish the administrative structure for the project:

2. To conduct in-service workshops with administrators and teachers for the purpose of acquainting them with the objectives of the project and their responsibilities in meeting these objectives;

3. To expand and improve a career-centered education program as an integral part of the curriculum for grades 1-8 in the five elementary schools using a central Career Education Resource Center;

4. To develop and implement a career centered educational program as an integral part of the curriculum for grades 9-12;

5. To develop a Career Education Resource Center for grades 9-12;

6. To develop career curriculum guides for grades 9-12; and

7. To provide continuous evaluation of the Greenwood Career Project.

All of the major objectives were accomplished or progressed to a satisfactory level. There were several process objectives which were accomplished to a lesser degree. These included:

* Lack of adequate planning for in-service training programs;

* Lack of adequate emphasis on job placement and job placement records for students completing school or dropping out of school; and

* Lack of an adequately structured program which included career decision-making skills, job seeking skills and job retention skills for students at the high school level.

Project Participants:

Some 4,129 students in grades 1-12 participated in the Greenwood Career Education Project. Of this total, 2,447 (59.3%) were black, 1,662 (40.3%) were white, and 20 (less than 1%) were Asian and/or Hispanic participants. Handicapped, gifted and talented students and students from homes with low incomes were not identified. Of the 243 teachers, counselors and administrators, 117 (47%) were black and 13 (53%) were white. Female teachers, etc. outnumbered the male teachers, etc. 174 to 69.

Evaluation:

Evaluation of the career project was performed by third-party evaluators from the Research and Curriculum Unit at Mississippi State University. Data were reported on attitudes toward careers and knowledge of careers for students at the elementary, junior high and high school levels. Additional data were collected via opinion surveys of teachers, parents and the business and industrial community.

Changes and/or Problems:

Several minor changes and/or problems were encountered by the career staff. These included: obtaining certified staff members; provising a suitable time for in-service sessions; obtaining transportation for some field trips; and delaying the completion of curriculum guides until September, 1976. However, many of these problems had been solved prior to the close of the school year.

Special Activities:

The career staff attempted to eliminate race and sex biases. A Home Arts Career Fair was held. An open house with the theme "American Education Week" was sponsored by the career staff. An "anti-dropout" program was implemented in a joint venture between the 4-H youth counselors and the career staff and prior to the close of the school year, "a career education emphasis day" was held.

FINAL PROJECT PERFORMANCE REPORT
GREENWOOD CAREER EDUCATION PROJECT

1. Project Number: CAN 52001343

2. Grant Number: G007502317

3. Nature of Report: Final

4. Project Title: Greenwood Career Project

5. Period Covered By This Report:

   From: July 1, 1975 To: June 30, 1976

6. Category of Project: Incremental Improvement

7. Project Director:

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   Box 1497
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8. Grantee:

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   Greenwood Municipal Separate School District
   Box 1497
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   (601) 453-4231

June 30, 1976

9. Major Activities:

a. Major Objectives

(1) To employ a career education staff and establish the administrative structure for the project. On June 18, 1975, notification was received from Washington that the Greenwood Career Education Project had been funded. A director and two career coordinators were employed to begin working under the supervision of the administrative assistant in charge of programs. (See Figure 1.)

The Career Education Staff included:

Mrs. Helen T. Allen, Director
Mrs. Nancy McDaniel, High School Coordinator
Mrs. Blanche Hardin, Elementary Coordinator
Mrs. Debra McDowell, Career Education Clerk
Miss Clara Lipsey, Career Education Clerk

All five career staff members met or exceeded the standards for employment which were outlined in the original project proposal and each staff member devoted 100 percent of his/her time to the career project. (See Appendix A.)

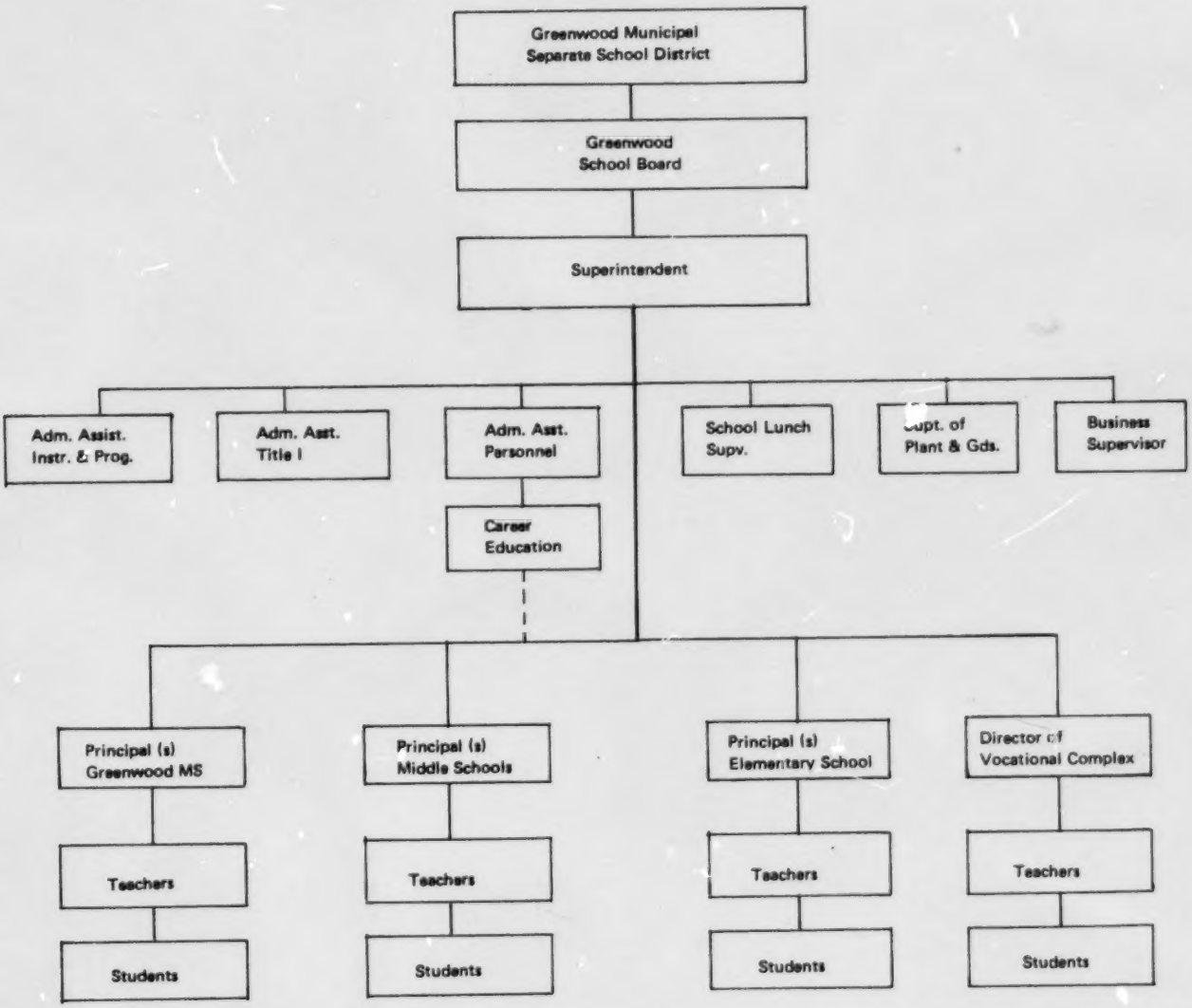
(2) To conduct in-service workshops with administrators and teachers for the purpose of acquainting them with the objectives of the project and their responsibilities in meeting these objectives. On August 18, 1975, during the first general faculty meeting of the entire staff of five elementary schools and one high school, Dr. J. Robert Cagle, Superintendent, announced the funding of a Career Education Project for the Greenwood Public Schools, Grades 1-12.

The director of the project detailed the goals and objectives and outlined the outcomes in terms of the increased benefits for students. Teachers enthusiastically welcomed the career staff and agreed that a career emphasis was needed to better prepare students for life and work.

Figure I

Greenwood Municipal Separate School System

Organizational Structure



Attending this session were members of all school service groups, including the Greenwood Central Office Staff, school lunch personnel, maintenance staff, and building custodians.

Each person present was given the descriptive folder, "Greenwood Career Education Project," Grades 1-12. This outlined the rationale, goals, tasks essential for implementation, the student's gains, and the community's gains from a career-centered curriculum. (See Appendix B.)

During September, career education in-service sessions were conducted in all five elementary schools and high school.

Two 16mm career-in-service films were presented. "People Have Careers" was rented from Mrs. Susan Robinson, Instructional Media Distribution, Northern Illinois University, De Kalb, Illinois.

"Work Is Child's Play," available from Centron, provided an extraordinarily clear, complete, accurate, and compelling view of career education. Teachers viewed the full range of career education in action, from a toddler's first electrifying discovery of "me," through the awareness, exploration, and preparation phases of the elementary, middle and high school. The structure of the total program was explained including the value and relevance of enlisting the active cooperation of local businesses and industries in the program.

Career coordinators met with individual staff members for planning career awareness, exploration and preparation activities. Results indicate increased participation in infusing activities related to the world-of-work into the content areas.

A new two-part filmstrip/cassette series entitled, "Career Education: What It Is and How To Do It" was shown to the faculty at each elementary school.

Resource materials on the career concept were supplied to several teachers who were taking graduate courses from Delta State University. These same instructors involved their students in career related activities.

Arrangements were made for the Director of the Vocational Center, occupational orientation teacher, and the career staff to tour one of the larger local industries, National Picture Frame. This provided an opportunity to see a large number of skilled craftsmen and office and management employees.

Through repeated individual conferences with teachers, the career staff had an ongoing in-service program for career development. Faculty meetings at each school provided contacts with teachers for introducting new career materials.

In-service sessions with the departmental groups on the secondary level provided the opportunity to introduce and preview new materials and receive requests and suggestions from teachers for servicing their students. Helpful ideas from other projects were collected and these provided innovative methods for infusing career information into the disciplines.

New Professional books available to our staff included:

Career Education in the Academic Classroom
Career Education: Contributions to an Evolving Concept
Career Education Resource Guide
Career Education: What It Is and How To Do It
Career Education: What It Is and Why We Need It

As plans for in-service training progressed, contacts were made with the State Department of Education and the Research and Curriculum Unit at Mississippi State University. In addition, two clerical workers assisted in the preparation and distribution of materials to classroom teachers and local administrators. A career resource center was located in the guidance department at Greenwood High School. This location facilitated efforts of the guidance and career staff in assisting students and teachers in obtaining career-related materials.

Publicity on funding of the Greenwood Career Education Project was obtained through the Greenwood Commonwealth. On August 15, 1975, the career project was highlighted in the school edition. Information concerning project objectives, funding, staffing, involvement of the business and industrial community, proposed elementary, junior high, and high school activities, in-service training sessions and other items of interest were printed. (See Appendices C and D.)

(3) To expand and improve a career-centered education program as an integral part of the curriculum for grades 1-8 in the five elementary schools using a central Career Education Resource Center. Every effort was made by the career staff to provide services to the elementary faculties to aid in the regular instructional program.

These services included: obtaining occupational information, providing counseling, researching materials, conducting in-service, arranging for consultants, classroom appearances, and working out the details for field trips.

All teachers had access to the guide, Preparing for The World of Work, developed by the previous career project staff. This contained comprehensive units of study incorporating the world-of-work for grades 1-8.

Materials in the Career Education Resource Center were widely used by the instructional staff. New filmstrip sets acquired included:

Career Awareness
Activities in Physical Fitness
The New American Farmer
World of Work: Adventures of the Lollipop Dragon
Why You Study

Other resource materials included career booklets, bulletin board aids, duplicating masters, games, learning kits, packets, posters, puzzles, records, study prints, texts, professional references, transparencies, puppets and workbooks. The following photographs are samples of career-related activities which were conducted by the career staff for grades 1-8. (See Samples A-G.)

(4) To develop and implement a career-centered education program as an integral part of the curriculum for grades 9-12. In-Service training provided the instructional staff with an understanding of the goals and objectives of a career-centered program. Each teacher was aided in infusing career activities related to the subjects area. The following activities were promoted at the secondary level in order to attain the above objective. In general, the career staff:

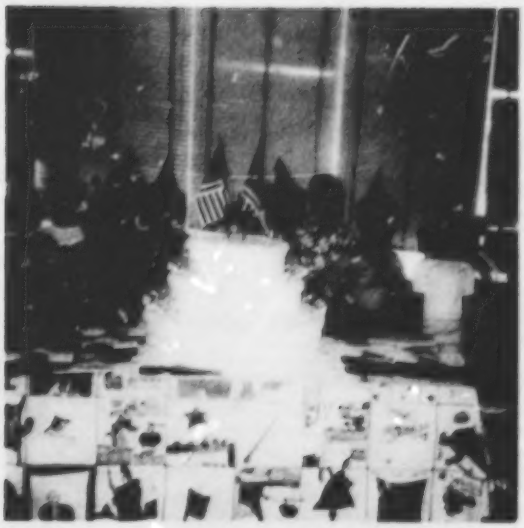
1. Developed and included occupational information and career development experiences in all subject areas to provide maximum exposure to attending students;

2. Provided information to all students about methods, policies, requirements and procedures for making job application, entering into an apprenticeship, and the importance of keeping a personal inventory of dates;

3. Developed group guidance activities for decision-making and individual development related to the world-of-work;

4. Increased student alertness to take advantage of classes offered in the regular vocational education program;

SAMPLE A



A Bicentennial birthday party for first and second grade students at Threadgill featured the student made cake and cloth.

Students are finding parts of the newspaper and identifying the different jobs.

SAMPLE B

Students saw how a product was produced and marketed at the local Coca Cola plant.

Mr. Parrish from the fire department talked to students about safety and a fireman's job.

SAMPLE C

Students visited the civil defense office and saw how emergency situations were handled.

A bulletin board showing jobs in a grocery store was arranged as a part of a unit on the workers required to keep a supermarket open.

SAMPLE D

Students checking out what they have bought at the classroom grocery store.

The importance of staying in school to prepare for the world-of-work is stressed by Ken Gordon, Youth Court Counselor.

SAMPLE E

A fourth-grade group at Bankston was involved in a newspaper unit studying the many workers who produce an edition of the paper.

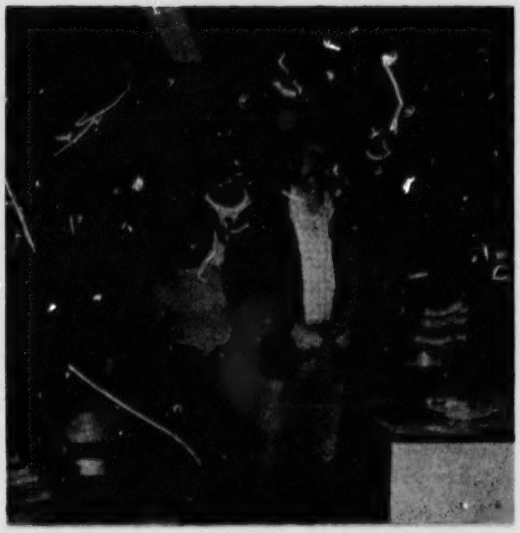
Role playing displays, buying, selling, and a field trip were all a part of the supermarket.

SAMPLE F

Anti-drop-out Program. Leflore County Youth Court Counselor, Leflore County 4-H Youth Counselor, and the Vocational Director assisted in a multi-media presentation of information regarding the advantages of staying in school. Statistics presented indicated the necessity for educated training to support the life style most students will desire.

Students are watching the presentation of Corp of Engineers Bicentennial Riverboat exhibit at Satartia.

SAMPLE G



Mr. Kenny Strawn, Leflore County Forester, gave a slide presentation and talked about his job to a group of middle school students.

Students were taken to Greenwood Leflore Hospital to observe the kitchen facilities and preparation of the noon meal. These students observed for three hours watching the preparation, serving, and cleaning of utensils. Students were invited to eat lunch and sample what they had been observing.

5. Developed guidance materials for all students as a part of the student services so that each would establish objectives prior to leaving school at any grade level;

6. Assisted all students in decision-making to provide equal opportunity in planning successes in the world-of-work for non-college bound as well as college bound students;

7. Continued and reinforced the talent identification of all students to closely support inherent individual abilities and motivation;

8. Reinforced those activities directed toward the handicapped and disadvantaged and continued to develop new methods and materials; and

9. Developed evening classes in vocational education aimed at training or upgrading skill development for current dropout students and adults and encouraged the use of them.

The following photographs are samples of career-related activities which were conducted by the career staff for grades 9-12. (See Samples H - S.)

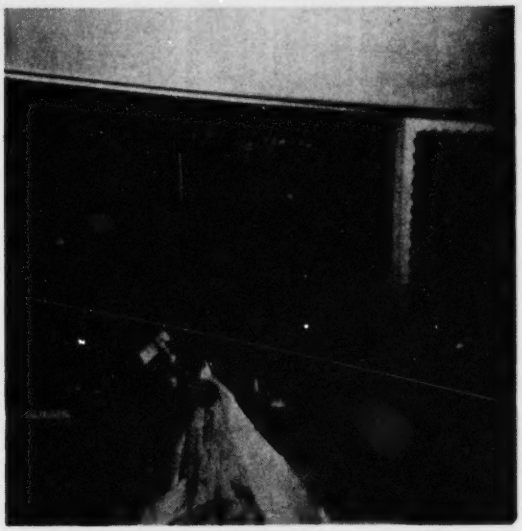
(5) To develop a Career Education Resource Center for grades 9-12. Many multi-media materials purchased during previous projects provided the nucleus for the establishment of the Career Education Resource Center.

These were available during pre-school planning time. Teachers were presented lists of these available teaching aids including:

The A.B.C.'s of Getting and Keeping a Job, 8 color filmstrips and 4 records
America at Work, 9 color filmstrips
Careers in Aerospace, 12 color filmstrips with 6 cassette tapes
Choosing Your Career, 2 color filmstrips and 2 cassette tapes
A Director for Tomorrow, 7 sets containing 6 filmstrips and 3 cassette tapes on these titles: Compassion for People, The Nation's Builders, The Age of Electronics, Man Has Wings, Jobs for the Now Generation, and The Money Tree
Finding Your Job, 6 color filmstrips and 3 records
Foundations for Occupational Planning, 5 color captioned filmstrips

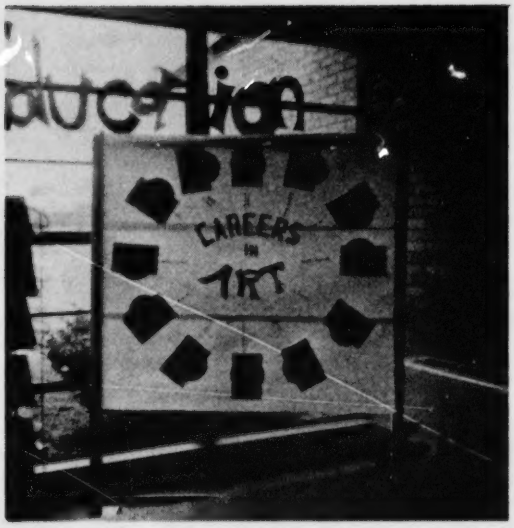
SAMPLE H

Physics class was taken to nearby Crossroads Gin, Schlater, Mississippi. These students observed cotton being taken from trailer, the process of separating the seed from cotton, bales being pressed, and the final wrapping of bales.

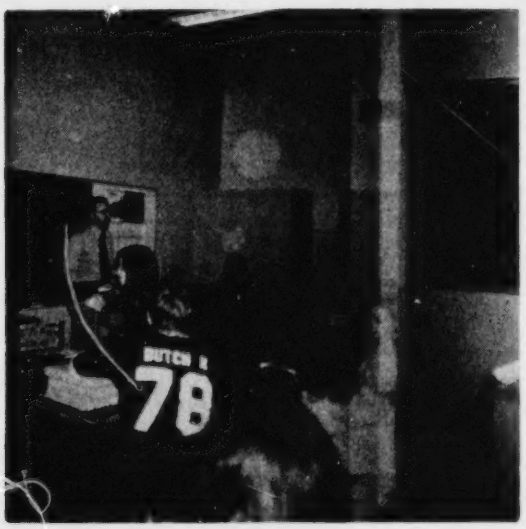


Students cut the material and made draperies for the principal's office. Some students did the final pressing of the drapes. After completion, student from Mr. Willis' wood shop class hung them and made wooden cornices for the windows.

SAMPLE I

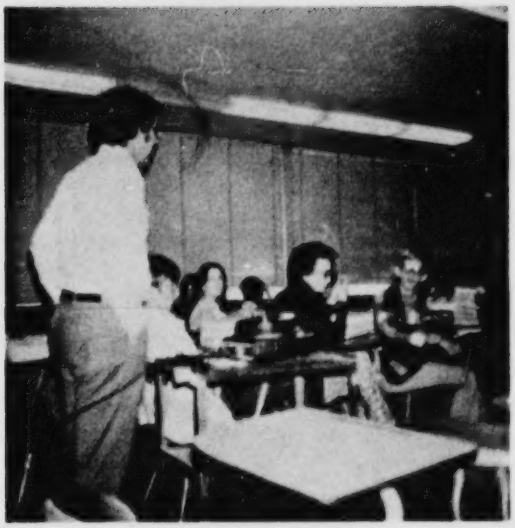


At Greenwood High School each department sponsors a bulletin board behind the career counter. Other posters with art related careers were taped around on walls for students to see.



Mr. Dorsey McDaniel, buyer from Supreme Electronics, spoke to Math Club on the importance of math in his work.

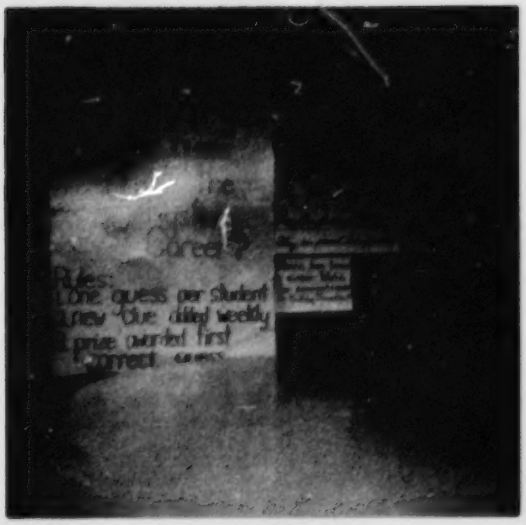
SAMPLE J



Mr. Kenny Strawn, Leflore County Forester, spoke and gave a slide presentation to the Biology Club of Greenwood High School.

Students served evening meal to adults at the Greenwood Nutrition Program.

SAMPLE K



"Mystery Career Contest" rules and clues posted at Career Counter. Students read the clues and placed their career guess in a box on the counter. A movie ticket was the reward for the correct answer.

Students were told to interview a person in the profession they would like to pursue. Students interested in Social Work interviewed Ms. June Johnson, Legal Services Social Worker. This interview took place in the Career Center.

SAMPLE L

Mr. Dale Faulkner, Personnel Director of Medart Lockers gave demonstration on products made at Medart.

Students learned about arc welding, cutting metal, painting procedure, and safety for metal workers.

SAMPLE M

Students from Mrs. Lacey Henerson's food management class visited the Greenwood Nutrition Program at Davis School where they served the meal and cleared the tables. Each student has a health card, has been trained to be a waitress, and has studied nutrition.

These same students observed in groups of four in the Greenwood Leflore Hospital kitchen for a three-hour period as the noon meal was being prepared.

SAMPLE N

Vicki Branch, Career Education monitor, checked out material requested by teachers.

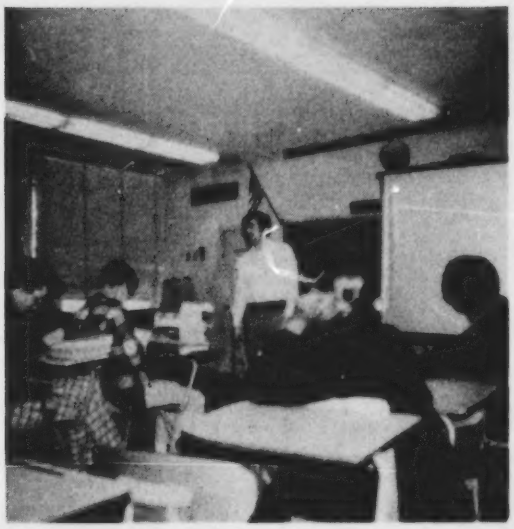
A Greenwood High School 10th grade student served as Career Education monitor. Here she gets the projector ready for film for the weekly career showing in study hall.

SAMPLE O

Students sign up on the schedule in study hall to come to the Career Center and investigate the career of their choice.

Students in child care class toured the Gillian Head Start Center and observed activities used with the 500, four, five and six year old children enrolled there.

SAMPLE P



Mr. Kenny Strawn, Leflore County Forester, speaks and shows slides to Biology Club.

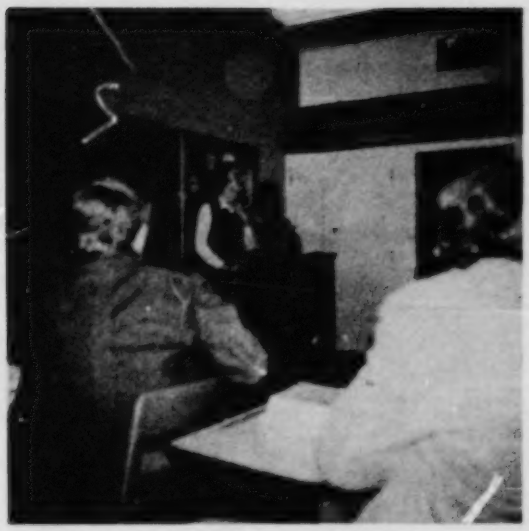
Small group viewing career filmstrips. Students with similar interests use their study hall period to view filmstrips on particular careers.

SAMPLE Q

A butcher shows home-arts-food students what he does each day on his job.

Students are shown how soil is tested on a field trip to Stoneville Experimental Station.

SAMPLE R

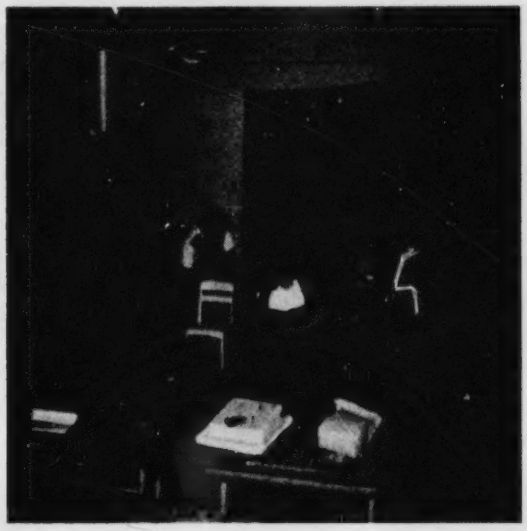


Mrs. Madeline Clark, director of Greenwood Humane Society, was introduced by Wesley Clements to Biology and Advanced Science students.

After discussion of Humane Society and Veternarian Sciences, Mrs. Clark gives students booklets.

SAMPLE S

Eighth grade students visit Delta State University campus to view an art display and visit the grill.



These boys are working on the lights as part of a unit on the theater in art class.

Newly acquired materials were selected to correlate with the course offerings. These materials were available for previewing and planning by classroom teachers. The career coordinators scheduled individual conferences to introduce visual aids which were related to subject areas. Supplementary career-related materials which were purchased for science-related careers included:

Oceanography, 2 color filmstrips and 2 cassettes
Concepts in Science, Life Science, 8 color filmstrips and 4 cassettes
Concepts in Science, Earth Science, 8 color filmstrips and cassettes
The Ocean Floor, 6 filmstrips and 3 cassettes

Numerous free career booklets were included in the hall displays used by all students. Jobs included were: Truck Driver, Nurse, Nurse's Aide, Orderly, Secretary, Bookkeeper, Teller, Auto Mechanic, Doctor, Storekeeper, Receptionist, Cosmetologist, Pharmacist, Airplane Mechanic, Pilot, Sheet Metal Worker, Construction Worker, Bricklayer, Electrician, Painter, Draftsman, Policeman, and Gas Station Attendant.

Student office monitors were assigned to the Career Display Center each period of the day. This provided an opportunity for students to exhibit mature behavior, develop communication and human relations skills, and broaden their career interests.

Bulletin boards in the Career Display Center were prepared by each department. Such displays appeared to be very beneficial as a motivational tool when used to intorduce a new unit in English, science, math, or social studies. In general, career learning experiences were centered around the Career Education Resource Center. The center contained well selected multi-media and multi-level aids for orienting students to an awareness of themselves, society, work, career training, job requirements, etc. A bibliography of these materials was available to all staff members.

(6) To develop curriculum guides for grades 9-12. The career staff assisted in the development of units of study while working with high school teachers. Samples of units developed by such a team effort included:

Resume Packets
Home Arts Careers
Career Crossword Puzzles
Matching Exercises
Applying for a Job

On the Job
Aerospace
Journalism
Communications
Dental Health Careers

At the close of the 1975-76 school year all career units of study were being incorporated into a secondary resource guide for distribution to all high school teachers. These units should be available to high school teachers during the 1976-77 school year.

(7) To provide continuous evaluation of the Greenwood Career Project. Evaluation of the career-centered program in the Greenwood City Schools was continuous. The entire staff working in career education was on a scheduled weekly basis to discuss procedures for improving and expanding the concept. A Career Education Specialist from the State Department of Education, visited the project to discuss techniques and problems with the staff. Recommendations for improvement in certain areas were followed.

On November 10, 1975, personnel from Washington, DC visited the project to confer with the career staff. In addition, third-party evaluators visited the project on a monthly basis to discuss implementation procedures, research designs, data gathering instruments, sampling procedures, public relations activities and project objectives which were in the process of being accomplished.

b. Process Objectives - Grades 1-8

(1) To provide students with occupational information to make them aware of the meaning of work and its importance to them and society. Students in grades 1-4 appeared to have developed positive attitudes concerning the values of work and, in addition, learned about occupations in the home, school, community, state and nation. Numerous career information sheets were developed or acquired from commercial sources in order to provide students with an opportunity to develop an awareness of our dependence on the work of many different people. Occupations were also presented through the use of several 16mm films which represented a specific occupational cluster. The films depicted such jobs in the city as sales and distribution, construction, medical and health work, women at work, mass media, manufacturing, and services.

In grades 5-8, students learned the importance of work and the many different processes involved in the production and distribution of goods and services.

Occupational information was acquired through text materials, library books, class discussions, displays, role playing, interviewing, field trips, and resource speakers.

For example, Mr. H. W. Miller and Mr. Walter Crosby, highway patrolmen, explained their duties to all of the eighth grade students in the elementary schools. They appeared in their uniform, detailed their jobs, presented highway safety leaflets and a drivers handbook to the students.

An architect for a church school under construction met industrial arts students at the site for a guided tour. The students later went on another guided tour when the structure was completed. Hopefully, the students gained an insight on the requirements for being an architect.

(2) To provide experiences in which the world-of-work is presented in a manner that is realistic and appropriate to the student's level of development. Career experiences for students in grades 1-4 included: Role playing workers using hand puppets, costumes, or large figures of workers, visiting the school offices, cafeteria, or other areas of the school, dramatizations of jobs workers perform, and reading stories about familiar workers. The career staff involved students in art activities of which included ceramics, mobiles, paper sculpture, and drawing. Students were also provided with audio-visual materials depicting workers on the job.

Career experiences for students in grades 5-8 included: matching pictures of workers with their jobs; constructing career-related bulletin board displays; holding class discussions on jobs common to their community and state; reading and completing job titles and duties; interviewing employed persons; researching various job clusters; and taking field trips to various work sites. In addition, eighth grade English students completed a unit on journalism. Newspaper careers were studied and a reporter from the Greenwood Commonwealth discussed her job responsibilities with the class.

(3) To inform students about the multitude of occupational opportunities. Occupations for students in grades 1-8 were presented through numerous discussions, presentations, posters, interviews, resource speakers, field trips, and library reading.

School and community workers visited classrooms to talk with students and answer questions.

Classroom displays of books, posters, and pupil-made visuals were used to teach students about jobs being highlighted.

For example, a third-grade class learning about the various jobs in the grocery store set up shelves with many priced food cartons. A cash register was used by the cashier as students made purchases. Making change helped many who needed experiences with money. Displays of jobs opportunities depicted in the 15 occupational clusters posters seemed to have motivated some of the students to investigate new job possibilities. Resource materials such as Our Working World, Cities, etc. informed the students concerning their future roles in the world-of-work. This task was accomplished through the use of pictures, filmstrips and records.

(4) To present to students a realistic view of the world-of-work and encourage them to consider their own abilities and limitations. Students were encouraged to develop positive self-concepts and to feel that school is their world-of-work. Audio-visual materials were purchased to assist students in acquiring a good image of themselves. Titles included: "Getting to Know Me" which develops the importance of being yourself, working with others, recognizing your abilities, and striving to succeed.

"Getting Along in School" was successfully used to teach that good human relationships developed during early school may contribute to getting along on jobs later. Many pictures, posters, 16mm films, and filmstrips showed students the working environment of a large number of employed persons. These visual representations were almost as effective as an on-site visit, which in many cases was not available.

To teach values and self awareness, the "Lollipop Dragon" was shown in all first grade classrooms.

Community helper figures, puppets, and puppets playmate frames were used by many teachers as an activity for role playing familiar occupations.

(5) To stress the dignity in work and the fact that every worker performs a useful function. Our dependence on the work of many people to provide food, clothing, and shelter was stressed to all students in grades one through eight. The following methods were utilized to help students recognize the value of work:

(a) Role playing, puppets
(b) Hands-on experiences
(c) Research reports
(d) Interviews
(e) Resource people in the class
(f) Introduction of community occupations

(g) Reading stories about workers
(h) Class discussion

Students were given opportunities to discuss what their parents do for a living. Many students were unaware of their parent's work until this emphasis. Some parents volunteered to serve as classroom visitors for informal talks about the details of their work.

Jobs performed at home by students were listed and other students were encouraged to engage in activities providing learning opportunities.

Our Working World, Families at Work, was used in several second grade sections. This Science Research Associates developed picture text was used with the accompanying recorded lessons, pupil activity book, and duplicated review sheets.

Several fourth grade groups utilized Our Working World, Neighbors at Work. Texts, recorded lessons, and pupil booklets got students involved in acquiring information about workers. Duplicating masters of review exercises were used to evaluate pupil performance.

Our Working World, Cities, was used as a text reference for several different units. For example, in an economics unit, the illustrated text, pupil activity book, filmstrips and records provided detailed information on the life and work in several types of large cities in different areas of the United States. The concept was easily acquired by students through these multi-media materials.

(6) To visit local businesses and industries to get a first-hand view of rhe "world-of-work." The career staff worked closely with the principal of all the schools to encourage more field trips. In an attempt to facilitate field trips, survey forms were mailed to a large number of local businesses and industries. Results obtained via feedback were typed and copies were distributed to all local administrators. (See Appendix E.) Permission slips for parental approval concerning student travel was furnished by the career staff. One student wrote the career staff a "thank you" note for his field trip to the state capitol. (See Appendix F.) The Greenwood Commonwealth printed a picture and article which reported a second grade's tour of the City Hall and several businesses. (See Appendix G.)

(7) To arrange for community resource persons to make informal visits to classrooms for the purpose of sharing details of their jobs with students. Many resource persons visited classes to tell about their jobs. Additional persons were

being contacted for class or large group presentations. Recently, an Ecuadorian missionary, home on furlough, presented a slide presentation to middle school students. Contrasts of the working lives of people in Ecuador and the United States were evident. Students couldn't believe there was no source of heat for homes and work places. The art work of the natives was exhibited in the form of a hand woven woolen flag, carved wooden bowls, baskets, and wooden hand carved objects.

Students were also encouraged to interview employed persons and were furnished forms for recording information and sharing it in class. (See Appendix H.)

(8) To give students an understanding of the knowledge and skills basic to the broad spectrum of occupational families. Many career-related audio-visuals were provided the staff for class use in developing the pupil's understanding of the knowledge and skills required for many jobs. Selected 16mm titles from the South Central Bell Library, Talking Motion Pictures, Greenwood Central Office, and Mississippi State University Film Library have furnished up-to-date information on a wide range of occupational opportunities.

Records were also kept concerning utilization of the resource center by classroom teachers. Samples of materials were selected at random and notations were made of the number of times the article had been checked out. As a result of the data, the career staff felt that the career-related materials had served their purpose well. (See Appendix I.)

(9) To provide the students with a guide to educational and occupational requirements of different jobs. Students acquired information about the educational and occupational requirements of different jobs by media presentations, class discussions, bulletin board displays, resource speakers, posters, research papers, interviews and field trips.

The majority of the instructional staff found ways of infusing career information by relating school subjects to real-life situations. Interest was stimulated and pupils saw the value in what they were learning.

Employed persons encouraged pupils to "learn everything you can" and they established the need for developing skills in reading, writing, mathematics and language arts as well as engaging in specialized training later.

Emphasis was placed on enlarging vocabularies to include an understanding of specialized words associated with specific

occupations. Many vocabulary building exercises were provided by the staff.

Activity sheets developed by the staff included:

A School Worker - Teacher
A School Worker - Principal
A School Worker - Janitor
School Workers Crossword Puzzle
School Workers Matching Exercise
What My Daddy Does
What Makes Me "Me"
A Neighborhood Worker - Barber
A Neighborhood Worker - Service Station Attendant

(10) To provide students with experiences designed to develop an awareness self-realization that leads to the selection of the appropriate career with realistic aspiration levels. All teachers were encouraged to help children develop correct social attitudes and human values. Through identifying with the experiences of others, children were helped in discovering both who they are and why they are.

As members of a family, school and community, students have certain privileges and responsibilities. They were stimulated to take a close look at themselves and to develop a positive self-concept. Materials were included in the career resources to assist in providing these experiences.

The following multi-media, multi-level instructional materials were widely used in all five elementary schools:

The Adventures of the Lollipop Dragon
Getting To Know Me
Why Do We ?
Learning About Manners
Learning to Live With Others
Manners Are Lots of Fun

In addition, many career education filmstrips were used to show students photographs of actual job situations of workers and supervisors and their comments recorded in special interviews.

c. Process Objectives -- Grades 9-12

(1) To develop high school students who are competent in the basic academic skills required for adaptability in our rapidly changing society. Each teacher devoted one or two hours per

week of class time to exploring jobs and careers related to the subject being covered. Classroom instruction provided the knowledge and other requirements for performance in ever changing work environment. Career materials were purchased or developed in each content area.

Some students became aware of societal changes after viewing the filmstrips included in Inventions and Technology that Shaped America. These presented in understandable terms the technology involved in the cotton gin, reaper, and telegraph; how these inventions influenced the Civil War; the migration from farm to city; the first World War; and how inventions have changed the working lives of people today.

(2) To develop high school students who are equipped with knowledge, skills and attitudes providing a wide range of exit points. Students were taught the necessity of acquiring knowledge, skills, and the right attitudes for achieving now and for success in the job world.

Exposure to information on a wide range of occupations was provided for students through a large hall career information area, a career materials center, and a special individual or small group multi-media area.

Information was provided students who indicated their intention to work part-time or full time. Student activity books were acquired to assist in their preparation. Common work experience titles included: "The Service Station Attendant," "Paycheck," and "Retail Salesclerk-Yardgoods."

The Turner-Livingston Reading Series was ordered to use in strengthening student skills and the understanding of basic social behavior, language, and arithmetic. Titles included:

The Money You Spend
The Town You live In
The Jobs You Get
The Television You Watch
The Newspapers You Read
Wanting A Job

At Greenwood High School a majority of the instructional staff utilized the services provided by the career staff in conjunction with the Career Resource Center. The career staff provided a variety of services of which included:

Planning for infusing career information into the various subject areas;
Supplying ideas and materials for career bulletin boards;

Arranging schedules for student field trips;
Locating appropriate materials for special club meeting;
Providing supplementary activities for class use;
Administering interest tests, interpreting the results, and adding the data sheet to the individual student folder;
Scheduling individual and small groups of students for work observations;
Presenting audio-visual lessons to highlight the working world;
Counseling with individual students and providing requested career information;
Providing lists of available resource materials; and
Furnishing lists of available classroom speakers and work places for field trips. (See Appendix J.)

Eleventh grade students took the Kuder, Form DD, Occupational Interest Survey. Student preferences were identified and students learned that different careers require varying types of educational preparation. Based on test results, several students investigated careers in which they had not previously exhibited an interest. Group counseling sessions with tenth and eleventh grade students were conducted on an individual basis while interpreting test data. Numerous students discussed their career interests with the career coordinators prior to graduation from high school. (See Appendix K.)

(3) To develop high school students who are capable of choosing and who have chosen a meaningful set of work values. Through experiences provided in occupational orientation, many students gathered knowledge of the vast number of job opportunities available in our complex society. Decision-making skills, necessary for pursuing career objectives, were sharpened as each student gained an understanding of work attitudes, values, and requirements in the light of his own talents and interests.

A well planned testing program was conducted to assist students, teachers, and counselors in understanding the needs and abilities of the individual student.

Some ninth grade students were given the Career Maturity Inventory, an instrument devised by John O. Crites, Ph.D. The Attitude Scale provided an overall measure of the involvement in the career choice process, orientation toward work, independence in decision-making, and preference for career choice process. The Competence Test measured self-appraisal, occupational information, goal selection, planning, and problem solving. Results of this competence test given 261 students this year indicated these percentiles:

Knowing Yourself	47
Knowing About Jobs	47
Choosing a Job	51
Looking Ahead	49
What Should They Do	50

Tenth graders were given the Kuder, Form E. General Interest Survey. Preferences for activities in several job families were measured. Individual profile leaflets were interpreted to students. Vocational areas which were related to students' interests provided information for the selection and study of a single career cluster. Individual career guidance and counseling provided the student with the assistance needed in course selection, career exploration, and the development of the work habits and attitudes necessary to enter and be a success in the career area of his choice.

(4) To develop high school students who are equipped with career decision-making skills, job acquisition skills, employability skills, and job-retention skills. Emphasis was placed on all high school students acquiring the above skills. This task was facilitated through the use of selected audio-visual materials, etc., especially such media as 16mm films. These films were used to highlight careers of interests based on occupational clusters. A card file was established which contained information indicating the student's interest which was partly obtained through viewing films, taking field trips, participating in class discussions, and individual research.

By the close of the 1975-76 school year, the career staff felt that the career education project had assisted the students in obtaining the basic knowledge and skills of an occupation suited to his aptitudes, needs and interests.

An opportunity was provided for students to develop efficient work habits required for entry and a degree of success in an occupation. The Greenwood Vocational Technical Center had a program designed to meet the shifting and expanding requirements of vocational and technical manpower. Students spent one-half of the school day at the center and the other half at Greenwood High School where they received the required subjects for graduation. Admission to the vocational program was based on the student's interest, ability, physical condition, attitudes, discipline record, human relations, attendance, recommendations, and test results. This selection of students was the cooperative effort of the high school and the center staff.

(5) To develop high school students who are equipped with career decisions which have been made and based on the widest

possible set of data concerning themselves and their educational -vocational opportunities. Individual and group career counseling was intensified. This service was provided by teachers, administrators, career project personnel, guidance specialists and community representatives who have volunteered to assist students. Information about a wide range of occupations was available to all students through materials in the Career Education Resource Center, the Greenwood High School Library, Greenwood Leflore Public Library, and the Mississippi Employment Commission.

Students were assisted in their course selection for building a foundation for developing their career interests. Some pursued a vocational preparation program in order to develop skills for employment after high school or for technical education.

Twenty-one students were enrolled in Vocational Office Training and employed locally during the afternoon. These students were carefully selected juniors or seniors, at least sixteen years old, of average or above intelligence, could type, had at least average grades and a good school attendance record.

During this 1975-76 school year, fifty-four boys and girls participated in work-study programs in Sales and Marketing, Trade and Industrial, and Health Occupations. Their jobs included cashier, stock boy, factory, auto mechanic, plumber, nurse's aid, and lab technician. This opportunity for further exploration of the world-of-work provided financial assistance for students needing money for education and training now and beyond high school.

Students were provided copies of an "Outline for Studying An Occupation." Numerous activities for vocabulary enrichment were developed including occupation crossword puzzles, riddles, seek-a-word, matching exercises, and games.

Field trips provided on-site observations of workers and the equipment needed. For example, the advanced science students toured the local hospital prior to a trip to the University Medical center in Jackson.

Copies of each issue of Career World were available in the display area at Greenwood High School and on the magazine rack in the Vocational Center. Helpful career information from Career World was furnished students.

(6) To develop high school students who will be successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career preparation. Students were assisted in planning a high school curriculum which would be of the greatest value to them according to their interests, aptitudes, abilities, plans, and needs. To graduate, students must have a total of 16 academic or vocational units. Those students planning to attend college were informed of the educational requirements. During the planned College Day, interested students were given detailed curriculums for their chosen fields of study.

Results of the "Student Job Survey," reveal that one-hundred-sixty-two (162) Greenwood High School students worked part-time. A high percentage of these paid student workers have received information and training through the efforts of the career staff and the up-to-date materials available through the Career Education Resource Centers. (See Appendix L.)

The career staff attempted to place students in paid occupations, further education, or training. Members of the Career Education Advisory Council were asked to assist.

(7) To develop high school students who are successful in incorporating work values into their total personal value structure in such a way that they are able to choose an individually satisfying life style. Students were provided many facts they needed to evaluate individual opportunities for satisfaction and success in specific job situations. Exploring Careers showed students personal views of workers. The education, skills, and experience needed to perform successfully was discussed by the worker pictured within his industrial setting.

Many students selected careers to research from investigating jobs in several of the career clusters. For example, information was furnished on these jobs from these two clusters:

Communications and Transportation
- The Telephone Installer
- The Broadcast Technician
- The Newspaper Reporter
- The Automotive Mechanic
- The Airline Cabin Attendant
- The Long Haul Truck Driver

Public Service and Health Occupations
- The Fire Fighter
- The Police Officer
- The Postal Worker
- The Dental Assistant

The Medical Laboratory Assistant
The Licensed Practical Nurse

Several social studies teachers had units of study on the much needed information about consumer-related economic principles and practical money management. Basic consumer skills needed in today's complex marketplace were outlined in class discussion, research papers, interviews, and by resource persons. Included as Appendix M is a picture of a civics class in the school parking lot detailing what to look for in buying a used car.

Students were also encouraged to participate in community projects. The seniors entered an original float in the Greenwood Band Festival Christmas Parade. This cooperative effort resulted in the award for the best non-commercial entry.

(8) To develop high school students who are prepared for job entry, college placement and entry, or technical and/or trade program enrollment. Students were counseled on an individual basis and assisted in planning for educational placement, job placement, or placement for special services.

Career Day and College Day was planned to provide students with additional exposure to post-secondary opportunities.

The 202 graduates of the class of 1975 of Greenwood High School indicated these educational intentions:

Attend 4-year college or university	37.6%
Attend junior or community college	19.8%
Attend other post-secondary school	2. %

Students were guided in choosing courses that would meet the requirements of the next level of their educational and training plans, such as college, trade school, or other training programs. Educational information such as catalogs brochures, and service requirements were available about any occupation in which students may be interested. The major steps in choosing an occupation or planning for further education and training were discussed with all students.

10. PROJECT PARTICIPANTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	*TOTAL (sum of columns (1) through (5))* (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (1-8)		10	1738	1066	2	2816					
MIDDLE/JUNIOR HIGH											
SENIOR HIGH (9-12)		8	709	596		1313					
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL		18	2447	1662	2	4129					
EDUCATIONAL PERSONNEL											
TEACHERS	0	1	106	119	0	226				56	170
COUNSELORS	0	0	1	2	0	3				1	2
ADMINISTRATORS	0	0	6	8	0	14				12	2
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			10	100		110					
PARENTS			20	50		70					
OTHER *(specify)*											
TOTAL		19	2590	1941	2	4552					

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11. THIRD-PARTY EVALUATION

FINAL EVALUATION REPORT

July 1, 1975 - June 30, 1976

Greenwood Career Project

Project Number CAN 52001343

Grant Number G007502317

Category of Project: Incremental Improvement

Edward L. Thomas
James F. Shill

June, 1976

Evaluation Analysis:

The evaluation section of the final report for the Greenwood Career Education project was centered around the educational goal and major objectives of the career project. Each objective was thoroughly investigated by members of the third-party evaluation team and the findings are contained herein.

Included in this evaluation were data obtained from the following sources:

1. Analysis of records and reports.
2. Analysis of instructional materials and methods.
3. Analysis of program operations.
4. Analysis of equipment, supplies, purchases, etc.
5. Interviews with teachers, students and administrators.
6. Review of scrapbooks containing public relation efforts.
7. Analysis of in-service education activities.
8. Interviews with consultants, parents and others who are directly and indirectly connected with the career program.

Utilizing the objectives agreed upon for this project, the resulting evaluation efforts were centered upon the program's education goal as a standard by which the outcomes of the project were assessed.

PROGRAM GOAL -- TO PRODUCE A PRODUCT (STUDENTS) WITH SUFFICIENT OCCUPATIONAL AWARENESS AND EXPLORATORY EXPERIENCES TO MAKE SOUND CAREER DECISIONS: TO MAKE CAREER PREPARATIONS IN ACCORDANCE WITH THESE DECISIONS: AND TO ENTER AND ADVANCE IN CHOSEN CAREERS. IN ORDER TO ACCOMPLISH THIS PRIMARY GOAL, THE ULTIMATE OBJECTIVE OF THE PROJECT WAS TO ESTABLISH COMPREHENSIVE CAREER-CENTERED ACTIVITIES FOR GRADES ONE THROUGH TWELVE IN THE GREENWOOD SEPARATE SCHOOL DISTRICT.

Objective 1: To employ a career education staff and establish the administrative structure for the project. Administration of the Greenwood Career Education Project was conducted through regular channels as the project director and career staff reported directly to an assistant to the superintendent of schools in Greenwood. The assistant and career project director in turn, worked with a community advisory committee, third-party evaluators, and personnel from the Commissioner of Education's Office in an effort to facilitate implementation and operation of the career project. (See Figure 1.)

Persons employed as career coordinators for grades one through eight and nine through twelve either met or exceeded the minimum requirements for these positions. The project director had received an undergraduate degree in elementary education and had more than twenty years of experience as a classroom teacher. This individual had served as a career coordinator in a previous career project, had completed approximately 45 graduate hours in education, and had received a life certificate for teaching with an endorsement in occupational orientation and other areas.

The preparation coordinator had received a Bachelor of Science Degree in Physical Education, Health, and Recreation with a minor in Social Studies. This individual had approximately eight years of classroom teaching experience in reading and English. In addition, this coordinator had served on a Title I Advisory committee for three years and had been actively involved in individualized instructional programs for students.

The elementary career coordinator had received a Bachelor of Science Degree in Home Economics and had completed approximately 12 hours of graduate work in guidance and educational psychology. This career coordinator had classroom teaching experience in reading, social studies, science and home economics.

Third-party evaluators attributed the success of the administrative organization's efficient operation to the efforts demonstrated by the project personnel. When problems arose, all personnel focused their efforts on the problem in a team approach. In general, the evaluation team concurred that the administrative structure was an adequate one and that all project personnel were well qualified to handle the planning, implementation and operation of the career project.

Objective 2: To conduct in-service workshops with administrators and teachers for the purpose of acquainting them with the objectives of the project and their responsibilities in meeting these objectives. The career staff reported that in-service training sessions were held throughout the school year. In August, 1975, during a general faculty meeting, the Superintendent of Schools informed all teachers and administrators concerning the career project. The goals and objectives were discussed and a brief outline of how the project would be implemented was presented. At other intervals, regular career in-service training sessions were held for classroom teachers. Films depicting the career awareness, exploration

and preparation phases were shown. Career education information booklets were presented to the teachers along with a booklet which described in detail the Greenwood Career Project.

Numerous individual meetings were held between the career staff and classroom teachers and several small group meetings with departmental heads were held at intervals during the school year.

Third-party evaluators attempted to assess the in-service training sessions by administering the Teacher Opinion Survey to approximately 200 teachers in the Greenwood Public Schools. (See Table I.) Data obtained from the survey indicated that the career staff had related the purposes of the career project to the entire teaching staff by the beginning of the school year. In a general review of the data, third-party evaluators concurred that the in-service sessions were beneficial and had received sufficient emphasis by the career staff.

One area of concern to the evaluation team was the utilization of a career consultant in the project during the week of June 28, 1976. It was felt, that in all probability, the consultant would have benefitted the project more had he been utilized at the start of the school year.

Objective 3: To expand and improve a career-centered education program as an integral part of the curriculum for grades 1-8 in the five elementary schools using a central Career Education Resource Center. Third-party evaluators attempted to determine whether or not infusing the career program into the regular ongoing instructional program actually resulted in students developing more positive attitudes towards careers and/or students acquiring a greater knowledge of careers as compared to students in a control group. (See Tables II, III, IV, and V.) Students in the career project (experimental), appeared to have responded with more of the sought-after answers than did students in the control group. The experimental group also responded with a larger number of correct answers on 24 of 25 items on an instrument concerned with students' knowledge of careers than did students in the control group. In view of the data, the evaluation team agreed that the Greenwood Career Education staff had, in all probability, been successful in expanding and improving the career education program until it became an integral part of the school curriculum in grades 1-8.

TABLE I

Summary of Results of Teachers
Responding to the Teacher Opinion Survey*
(1975-76)

(N=202)

Item	Question	Percentage YES	yes	?	no	NO
1.	The purposes of Career Education were clear to me by the beginning of this school year.	53	44	0	3	0
2.	The purposes of Career Education were clear to most of the students.	15	56	19	10	0
3.	The major purposes set forth for Career Education were adequately met during the school year.	15	46	17	2	0
4.	The time we had allotted was sufficient to accomplish the purposes set forth for Career Education.	15	52	21	11	1
5.	Students gained first-hand knowledge of the world-of-work (field trips, resource people, etc.).	59	37	4	0	0
6.	Students were exposed to adequate hands-on experience.	22	43	24	11	0
7.	Students explored their capabilities in various areas under a variety of situations pertaining to the world-of-work.	11	55	29	5	0
8.	Students learned to self-appraise their emerging potentials.	2	54	39	5	0
9.	Equipment was adequate to accomplish the objectives of the Program	28	53	19	0	0
10.	Adequate materials and supplies were made available for the Program.	45	41	14	0	0

Item	Question	Percentage YES	yes	?	no	NO
11.	Career Education of this type should be made available to every student.	83	15	2	0	0
12.	Students became aware of the factors that contributed to success in an occupation.	58	35	7	0	0
13.	More well-rounded.	20	47	27	6	0
14.	More motivated and interested.	24	53	18	4	1
15.	More skilled in planning their careers.	15	58	22	5	0
16.	More able to use their own initiative.	18	43	32	7	0
17.	More self confident.	9	43	43	5	0
18.	More able to see that knowledge is relevant to job success.	35	55	7	3	0
19.	More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part.	25	66	7	0	2
20.	Other teachers in this school have a favorable attitude toward Career Education.	24	41	33	2	1
21.	Helping students to appraise their abilities, interests and potentials is an important part of Career Education.	55	42	3	0	0
22.	Instruction in Career Education is relevant to the needs of students at this level.	50	50	0	0	0
23.	Resource speakers obtained through the Career Education Project have appeared in my class during the current school year.	36	29	0	23	12

Item	Question	Percentage YES	yes	?	no	NO
24.	Selecting appropriate instructional materials.	52	41	3	2	2
25.	Coordinating planning activities among teachers.	38	49	11	2	0
26.	Helping me to better understand my mission.	31	53	7	9	0

YES: I strongly agree with the statement

yes: I agree with the statement in general

?: I am not sure

no: I disagree with the statement

NO: I strongly disagree with the statement

*Instrum developed by LeVene A. Olson, Marshall University.

TABLE II

Attitudes of Elementary Students Concerning the World-of-Work for 1976

Item	Least Square Means Control Norms	1976 Experimental
1. A person should think about what he likes to do and does not like to do before he chooses a job or career.	2.66	2.78
2. A job or career is something a person does every day to earn a living.	2.36	2.54
3. A person should think about what he wants to be when he is young.	2.41	2.61
4. The kind of work a person does can cause him to live in a certain place.	2.21	2.30
5. A person should try to know and understand himself before he tries to choose a job or career.	2.51	2.83
6. Some people work better with their hands, while other people are better at working with their minds or brain.	2.54	2.48
7. It is better to be a doctor than a carpenter, garbage man or factory worker.	1.97	1.89
8. A person's habits could keep him from doing well on a job.	2.23	2.68
9. The community is made up of all different kinds of workers, and each kind of worker is important.	2.61	2.88
10. What a person learns in school will help him in the job or career he chooses.	2.79	2.54

11.	Different kinds of jobs can make people wear different kinds of clothes.	2.41	2.64
12.	To get a good job a person must finish college.	2.56	2.39
13.	Some people are not smart, and we should not waste time trying to teach them.	1.74	1.54
14.	I don't need help from others because I can do everything for myself.	1.33	1.15
15.	My town, community and home don't need me because I am not important.	1.28	1.23
16.	What I do isn't really important because what I do does not affect anyone else.	1.72	1.61
17.	I am too young to think about what I want to be when I grow up.	1.92	1.36
18.	There is nothing I can do to help make my home and community a better place to live.	1.79	1.29
19.	The jobs or chores I do around home are important to my family and to me.	2.69	2.85
20.	Honest work helps all of us.	2.59	2.89
21.	Studying about people and how they are alike is fun.	2.30	2.73
22.	Good listening and talking are important in all kinds of work.	2.74	2.76
23.	A person's anger does not affect other people around him.	1.61	1.70

24.	A person who acts mad or grumpy all the time will not make a good friend.	2.38	2.66
25.	The kind of work a person does is not as important as the person himself.	1.98	2.15

3.0 agree, 2.0 undecided, 1.0 disagree

TABLE III

Comparison of Responses Concerning Elementary Students' Knowledge of Careers in Experimental and Control Groups for 1976.

Item	% of Correct Responses Control Norms	% of Correct Responses 1976 Experimental
1. I am a person who fixes light switches and helps make the lights burn in your house. ans: an electrician	91.8	93.75
2. I am a person who sells gasoline for your car and sometimes may fix a flat tire. ans: a service station worker	91.8	90.00
3. I am a person who tries to get children to learn things that might help them get a job as they get older. ans: a teacher	90.2	95.00
4. I am a person who plows the soil and produces food and other products for people. ans: a farmer	86.9	96.25
5. I am a person who builds things like houses, cabinets, book-shelves and other things. ans: a carpenter	73.8	90.00
6. I am a person who works in an office, and I type letters and answer the telephone. ans: a secretary	91.8	95.00
7. I am a person who makes sure your teeth are clean and healthy. ans: a dentist.	91.8	96.25
8. I am a person who helps mom by washing and fixing her hair. ans: a beautician	54.1	93.75

9.	I am a person who knows how to build things like a dam, a road or a building. ans: an engineer.	24.6	45.00
10.	I am a person who keeps people from breaking the law. ans: a policeman.	88.5	93.75
11.	I am a person who fixes cars and other machines that do not work. ans: a mechanic	68.9	86.25
12.	I am a person who works in the hospital or doctor's office taking temperatures and giving shots. ans: a nurse	86.9	90.00
13.	I am a person who manages the store where your mother buys food and other products. ans: a groceryman	68.9	77.50
14.	I am a person who fixes things in the house (washing machine, T.V., etc.) when they tear up. ans: a repairman	42.6	82.50
15.	I am a person who takes the doctor's directions and fills the bottles with pills and sells them to you. ans: a pharmacist	27.9	65.00
16.	I am a person who tries to make all kinds of sick animals well. ans: a veterinarian	59.0	83.75
17.	I am a person who helps people with money matters like loans, checking accounts, protects your money, etc. ans: a banker	85.2	93.75
18.	I am a person who works in a store and helps people find what they want to buy. ans: a sales person	59.0	80.00

19.	I am a person who predicts whether it will be sunny or rainy tomorrow. ans: a weatherman	91.8	97.50
20.	My job is talking on radio and T.V. ans: an announcer	72.1	80.00
21.	I am a person who picks up and delivers letters and packages to people. ans: a postman	90.2	95.00
22.	I am a person who takes different kinds of metal and makes things like gears. ans: a machinist	49.2	55.00
23.	I am a person who helps people who have different kinds of problems, and I defend them in court. ans: a lawyer	80.3	83.75
24.	I am a person who gathers facts and writes the stories in the newspaper. ans: a reporter	77.0	85.00
25.	I am a person who cooks food for other people. ans: a chef or baker.	82.0	97.50

TABLE IV

Attitudes of Junior High Students Concerning the World-of-Work for 1976.

Item	Least Squares Means Control Norms	1976 Experimental
1. When a student reaches junior high age, he should have some idea about what he would like to do to earn a living.	2.71	2.88
2. It is easy for students to relate school subjects with jobs or occupations.	1.98	2.21
3. School allows students to learn about jobs and occupations while studying other things (English, math, etc.) that will help them in life.	2.83	2.76
4. A person should choose the same job or occupation held by someone else in the family.	1.26	1.06
5. The more education a person has the more money he will be able to make.	2.58	2.60
6. School would be more interesting if people from different jobs (pharmicist, electrician, etc.) would come to class and tell what they do and the type training they needed.	2.58	2.84
7. It would be easier for a person to choose the job or occupation he liked if he had a chance to work in that job before he completed school.	2.44	2.51
8. In order to be a success in life a person must finish college.	2.26	1.51

9.	Subjects like industrial arts, home economics, vo-ag (vocational subjects) are for students who are not smart enough or do not want to go to college.	1.61	1.10
10.	The habits a person has will not hinder him from getting or keeping a job.	1.88	1.79
11.	A person's personality should be considered when applying for a job because the way a person acts does affect other people.	2.53	2.81
12.	Some jobs or occupations help decide where a person will live.	1.91	2.29
13.	The grades or past record of a person should be considered when he applies for a job.	2.79	2.71
14.	A person's likes and dislikes should be considered even before money when choosing a job or occupation.	2.15	2.31
15.	Training for a job or occupation is more important today than it was ten (10) years ago.	2.41	2.54
16.	The earlier a person finds out what he wants to be the more likely he is to succeed.	2.62	2.41
17.	Being a doctor or lawyer is more important than being a carpenter or bricklayer.	2.41	1.74
18.	Reading materials which explain different jobs and careers make it easier to narrow the list of jobs a person might like to do.	2.68	2.85
19.	Class visits to different businesses and industries help a person understand the job and the training needed for each worker.	2.67	2.79

20.	Class visit to business and industry will help a person relate school subjects to jobs and occupations.	2.36	2.50
21.	A person must work in order to provide things necessary for his way of life.	2.76	2.73
22.	A job requires a person to be responsible and also involves a day's work for a day's pay.	2.76	2.83
23.	Relating school subjects (math, English, etc.) to jobs and careers would make school more interesting.	2.59	2.63
24.	Teachers and counselors provide students with materials which will help them decide what they want to do.	2.39	2.48
25.	The subjects a person takes in school should relate to what he wants to do after he finishes school.	2.67	2.43

3.0 agree, 2.0 undecided, 1.0 disagree

TABLE V

Comparison of Responses Concerning Junior High Students' Knowledge of Careers in Experimental and Control Groups For 1976.

Item	% of Correct Responses Control Norms	1976 Experimental
1. An example of a job or a career in which a person would need to learn a lot of science is_____. (a chemist)	95.5	98.75
2. A person who is good at working with his hands might be a good _____. (bricklayer)	95.5	90.00
3. An example of a job or career in which a person would need to learn a lot of math is _____. (engineering)	66.7	37.50
4. A worker who has developed a specific talent is generally called _____.(skilled)	13.6	40.00
5. The ability to listen and talk would be needed in a job such as _____. (a teacher, a receptionist and a secretary)	62.1	67.50
6. An example of a career or career field in which a person would need to learn a lot of English is_____.(journalism)	27.3	72.50
7. The job or career a person chooses may determine_____. (where a person lives, the kind of clothes he wears and the amount of money a person makes)	53.0	65.00
8. In order to get almost any job today, a person must have _____. (completed high school)	27.3	55.00

9.	A Bachelor of Science or college degree would probably be required of_____.(an electrical engineer)	22.7	30.00
10.	Of the following examples of jobs or occupations, the one that would require a person to learn a lot about social studies is _____.(a politician)	27.3	25.00
11.	Of the following examples of jobs or occupations the one most likely to earn a commission would be _____.(a salesman)	18.2	48.75
12.	Of the following examples of jobs or occupations, the one which requires a person to work with his hands most if_____. (a carpenter)	84.8	98.75
13.	Of the following examples of jobs or occupations, the one which is considered to be on the managerial level would be _____.(a bank president)	48.5	71.25
14.	Vocational training is generally associated with _____.(Skill development)	15.2	50.00
15.	A college degree is most often associated with_____.(professional work)	48.5	55.00
16.	A person who wants to be a disc jockey would need a good background in_____.(English)	22.7	38.75
17.	Of the following examples, the one which would require the most accurate spelling is _____(a secretary)	90.9	96.25
18.	A person's career is_____ (the way or means he chooses to make a living)	60.6	82.50

19.	When a person is trying to choose a career he should consider_____.(the training or education required, the expected salary and his own abilities and interests)	56.1	60.00
20.	Of the following examples of jobs or occupations, the one which requires the most education is_____.(a veterinarian)	47.0	60.00
21.	Cosmetologists are sometimes called _____.(beauticians)	27.3	55.00
22.	A dietitian is responsible for _____.(planning menus)	31.8	62.50
23.	A data processing machine operator works with a _____. (computer)	57.6	72.50
24.	An apprentice is_____. (a paid worker in training)	18.2	26.50
25.	Of the following examples of jobs or occupations, the one which requires a person to have a health certificate is _____.(chef)	21.2	55.00

Objective 4: To develop and implement a career-centered educational program as an integral part of the curriculum for grades 9-12. Numerous career-related activities were evident for students in grades 9-12. Third-party evaluators attempted to determine whether or not career-related activities actually produced desirable end results. Students in the career project (experimental) were assessed concerning their attitudes toward careers and their knowledge of careers. (See Tables VI, and VII.) The results were compared to a control group of students and it was noted that the experimental group had responded with more of the sought-after answers than had the control group. The experimental group also demonstrated a greater knowledge of careers than did the control group.

Based on findings as presented in Tables VI and VII, third-party evaluators acknowledged that the career staff had placed an adequate amount of emphasis on this objective. It was also acknowledged that the career staff had, in all probability, developed and implemented a workable career education program for students in grades 9-12.

Objective 5: To develop a Career Eeucation Resource Center for grades 9-12. Multi-media materials which had been purchased by the career staff of a previous career education project served as a nucleus for establishing the resource center. Once the career-related materials had been secured and inventoried, the present career staff performed a needs assessment to determine what new materials would be purchased and/or developed locally. The career staff visited several career projects which had been in operation for several years in order to obtain ideas for establishing a resource center for the Greenwood Career Education Project.

All new materials were carefully selected to ensure that they would be closely related to the subject matter being taught. Bibliographies of materials which were available in the material center were prepared and distributed to all administrators and classroom teachers. Individual and small group sessions were held with classroom teachers to acquaint them with the resource center. Students also served as "monitors" in the career resource center, when possible, in an effort to broaden their career interests.

A review of the career-related materials by third-party evaluators indicated that the resource center contained an adequate supply of multi-media materials. Circulation records indicated that the materials had been utilized by

TABLE VI

Attitudes of High School Students Concerning the World-of-Work For 1976.

Item	Least Squares Means Control Norms	1976 Experimental
1. It would be helpful to a person in choosing a career if people who were on a job would come to school and explain what they do and the training required for the job.	4.55	4.81
2. In order to be successful today a person must have a college education.	3.55	3.31
3. School learning experiences or subjects should be related to students' interests.	3.88	4.34
4. It would be helpful to a person in choosing the right job if he could work on the job before he completed his education or training.	3.93	4.15
5. Relating school subjects to the world-of-work of jobs would make school more interesting.	3.73	4.07
6. School and school-related activities are closely associated with the world-of-work and careers.	3.75	3.69
7. School and school-related activities have informed students about today's work world.	4.03	3.84
8. School learning activities and/or class activities help students understand the barriers between themselves and the world-of-work.	3.75	3.86

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9.	Guidance activities are helpful in identifying a student's interests and abilities.	3.93	4.49
10.	Visiting different businesses and industries helps a student understand what he should study in school.	4.05	4.19
11.	Different career activities mixed with the usual school subjects would make these subjects easier to learn.	3.58	3.57
12.	All subjects in high school should have activities that closely relate to the world-of-work.	3.92	3.74
13.	One of the main services of a high school should be to help each student find what he wants to do the rest of his life.	4.18	4.41
14.	There should be a special high school course that deals with available careers and the world-of-work.	4.28	4.65
15.	Communications are important in securing and keeping a job.	4.35	4.35
16.	Most high school graduates have specific goals for their future in mind at graduation.	4.10	3.69
17.	A person's personality should be considered when he chooses an occupation or career.	4.23	4.20
18.	Developing a useful skill should be the highest consideration in one's future.	3.87	4.19
19.	A person's attitude will not affect his ability to keep and advance in a job.	2.18	1.46

20.	Professional ethics (loyalty, honesty, etc.) are not necessary in today's work world.	1.90	1.58
21.	High school instruction prepares one for a career even if he does not want to continue his education beyond high school.	3.63	3.55
22.	Vocational education and skill training are only for those people who cannot make it to college.	2.23	1.73
23.	Choosing a career is made easier by having the counselor help find and cultivate interests and talents.	3.65	4.41
24.	The most important thing to consider when choosing a job is salary.	3.08	2.88
25.	The jobs or careers in today's work world that pay the highest salary require a person to have a college degree.	3.35	3.36

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree

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TABLE VII

Comparison of Responses Concerning High School Students' Knowledge of Careers in Experimental and Control Groups For 1976.

Item	% of Correct Responses Control Norms	1976 Experimental
1. A social security number is issued to a person_____. (once in a lifetime)	71.7	93.75
2. A job is_____.(a means for providing some security for a person and/or his family)	63.3	77.50
3. An example of a job included in the public service cluster is _____.(a policeman)	36.7	100.00
4. An example of a skilled worker is _____.(a doctor)	11.7	91.25
5. Generally, more formal education is associated with jobs of_____.(professional workers)	31.7	92.50
6. If an unemployed person were looking for a job, generally the first place to contact would be _____.(state and local employment offices)	81.7	95.00
7. Helping a student get a job when he finishes or drops out of school should be the responsibility of _____.(the counselor)	43.3	97.50
8. A factor or factors other than salary that should be considered when choosing a job is (are)_____. (employer-employee relations, working conditions and fringe benefits)	58.3	90.00

9.	An example of a professional worker is _____.(teacher)	11.7	70.00
10.	An apprentice is_____. (a person in training under a skilled worker)	30.0	98.75
11.	A personal meeting with a prospective employer is called_____.(an interview)	66.7	91.25
12.	An organization designed to help or support workers and their interests is called _____.(a union)	45.0	86.25
13.	A worker awarded a better job by his employer or company has received_____.(promotion)	60.0	96.25
14.	The job which would pay a person the <u>greatest</u> money or the <u>highest</u> salary is _____.(truck driving)	13.3	38.75
15.	The job which requires the <u>greatest</u> amount of formal education (school) is that of a (an) _____.(pharmicist)	41.7	82.50
16.	The occupational area which offers the best retirement and fringe benefits is_____. (military service)	40.0	65.00
17.	A worker should inform his employer of his plans of quitting his job at least _____.(2 weeks in advance)	30.0	86.25
18.	The <u>first</u> person a worker should contact about a problem related to his work would be_____. (the shop foreman)	15.0	15.00
19.	The job which requires the most formal education (school) is _____.(engineer)	13.3	67.50

20.	A foreman or his position would generally be classified as_____.(manager)	21.7	75.00
21.	In today's work world most jobs require a person to have completed_____. (high school)	46.7	67.50
22.	A person who cannot communicate well with people should not attempt to be _____. (a secretary)	51.7	86.25
23.	"Blue collar" labor is a term that is associated with jobs that require_____. (semi-skilled workers)	6.7	80.00
24.	An example of a job or jobs included in the construction cluster is_____.(carpenter, civil engineer and bricklayer)	43.3	72.50
25.	An example of a job included in the fine arts and humanities cluster is_____.(clothes designer)	35.0	96.25

N=100

students and teachers from all academic and vocational areas. In general, third-party evaluators agreed that the career staff had developed and maintained a career resource center which appeared to be an asset to the career project and to all students in grades 9-12.

Objective 6: To develop career curriculum guides for grades 9-12. At the close of the career project, career units which were developed jointly by the career staff and classroom teachers were being completed. The career staff reported that the most applicable units would be edited, typed, printed, bound and distributed to the professional staff and to other career projects. By June 30, 1976, third-party evaluators had not received a copy of the career guides. A telephone conversation with the project director revealed that the guides were in the process of being printed. The project director described the guides as consisting of two volumes with each volume containing approximately 200 pages. In view of this information, third-party evaluators agreed that the career staff had developed a curriculum guide for grades 9-12 and that it would be available for use during the fall of 1976.

Objective 7: To provide continuous evaluation of the Greenwood Career Project. Evaluation of the career-centered program in the Greenwood Public Schools was continuous in nature. State Department of Education personnel visited the project at frequent intervals throughout the year to discuss implementation techniques and career-related problems with the career staff, classroom teachers and administrators. Personnel from the U. S. Office of Education in Washington visited the project on one occasion and made specific recommendations for improvement in certain areas. Third-party evaluators assisted the career staff in solving career-related problems, gathering parental opinion data, and gathering business and industrial opinion data concerning the career project. (See Tables VIII and IX, respectively.) Evaluation personnel also visited the project on a monthly basis throughout the year to ensure that efforts were being made to accomplish the stated objectives. During a review of evaluation activities by third-party evaluators, it was the opinion of all parties concerned that the career project had been evaluated on a continuous basis from start to finish.

Process Objectives: Grades 1-12:

For purposes of brevity, third-party evaluators did not report on each individual process objective. Instead, all process objectives for the elementary, junior high and high school levels were reviewed and reported on as a group.

TABLE VIII

Summary of Results of Parents
Responding to the Parent Opinion Survey*

Item	Question	Percentage	
		Yes	No
1.	My child talks about career education at home.	63	37
2.	My child has discussed my occupation with me.	81	19
3.	My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community.	50	50
4.	My child's attitude toward school has improved.	38	12
5.	My child is more enthusiastic about going to school.	88	12
6.	My child is more enthusiastic about the study of math, reading, science, etc.	94	6
7.	Does your child relate school activities to activities and occupations in the community?	60	40
8.	Does your child attempt to relate career education activities to his interests, abilities and desires.	56	44
9.	Has career education been what you expected?	100	0
10.	Is career education worthwhile?	69	31
11.	Should career education be continued?	94	6
12.	Have your child's grades improved in the last year?	88	12

Yes: I agree with the statement.

No: I disagree with the statement.

*Instrument developed by LeVene A. Olson, Marshall University.

TABLE IX

Summary of Results of Interview
with Business and Industrial Personnel*
(1975-76)

Item	Question	Percentage YES	yes	?	no	NO
1.	Are you familiar with career education?	50	43	0	7	0
2.	Have you been contacted by personnel from the Project?	57	0	0	36	7
3.	Do you feel that career education should be provided by the schools in Leflore County?	57	36	0	7	0
4.	Are students more interested in and aware of occupations of people in the community?	31	31	31	7	0
5.	Is business and industry more involved in school activities because of career education?	46	8	46	0	0
6.	Do students seem to be more interested in school since career education was started?	8	0	92	0	0
7.	Is the general attitude toward career education favorable?	38	54	8	0	0
8.	Should career education be continued?	69	15	16	0	0
9.	Would you like to be involved with students in career education activities?	23	61	15	0	0
10.	Have students visited your place of business as a part of their career education activities during the current school year?	25	8	8	42	17

YES: I strongly agree with the statement
yes: I agree with the statement in general
? : I am not sure
no: I disagree with the statement.
NO: I strongly disagree with the statement.

*Instrument developed by Levene A. Olson, Marshall University.

Ten statements were listed by the career staff as process objectives which pertained to students in grades 1-8. The objectives were as follows:

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society;

2. To provide experiences in which the world-of-work is presented in a manner that is realistic and appropriate to the student's level of development;

3. To inform students about the multitude of occupational opportunities;

4. To present to students a realistic view of the world-of-work and encourage them to consider their own abilities and limitations;

5. To stress the dignity of work and the fact that every worker performs a useful function;

6. To visit local businesses and industries to obtain a first-hand view of the world-of-work;

7. To arrange for community resource persons to make informal visits to the classrooms for the purpose of sharing details of their jobs with students;

8. To give students an understanding of the knowledge and skills basic to the broad spectrum of occupational families;

9. To provide the students with a guide to educational and occupational requirements of different jobs; and

10. To provide students with experiences designed to develop an awareness of self-realization which leads to the selection of an appropriate career with realistic aspiration levels.

Evaluation personnel discussed each of the elementary process objectives at length with the career staff. It was surmised by the evaluation team that all of the above objectives had been accomplished or had progressed to a satisfactory level. (See Appendices N through Q for additional information.)

Ten statements were also listed by the career staff as process objectives which pertained to students in grades 9-12. The objectives were as follows:

1. To develop students who are competent in the basic academic skills required for adaptability in our rapidly changing society;

2. To develop students who are equipped with knowledge, skills, and attitudes providing a wide range of exit points;

3. To develop students capable of choosing a meaningful set of work values which lend themselves to possess a desire to work;

4. To develop students equipped with career decision-making skills, job acquisition skills, employability skills, and job-retention skills;

5. To develop students equipped with vocational skills which will allow them to gain entry into and attain a degree of success in an occupational society;

6. To develop students equipped with career decisions that have been made based on the widest possible set of data concerning themselves and their educational-vocational opportunities;

7. To develop students who are aware of the means available to them for continuing education once they have left the formal school system;

8. To develop students who will be successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career preparation;

9. To develop students who will be successful in incorporating work values into their total personal value structure in such a way that they are able to choose an individually satisfying life style; and

10. To develop students prepared for job entry, college placement, and entrance into technical and/or trade programs.

Evaluation personnel reviewed each of the 10 process objectives offered for students in grades 9-12. It was the consensus of the evaluation team that many of the process objectives listed for the preparation phase do not lend themselves to current evaluative techniques. Therefore, evaluators were unable to determine whether or not the objectives had been or would be accomplished. In conclusion, the evaluation team encourages the reader to refer to section 9, Major Activities, and determine the outcome based on the information offered. (See Appendices R to Z for additional information.)

12. Anticipated Changes and/or Problems:

Several changes and/or problems occurred which directly affected the career project. These included:

1. Staffing was a problem due to late funding;

2. Career mini-units developed previously by an earlier career project were not usable in the current project for teacher self-study;

3. In-service training sessions were not held for teachers during the preschool planning period;

4. Many school principals were unable to obtain buses for field trips; thus, private buses were rented;

5. The career staff assumed a large share of the vocational counseling responsibilities due to an illness of the vocational counselor at Greenwood High School; and

6. The career Education Resource Guides for grades nine through twelve were not completed by the close of the school year.

13. Dissemination Activities:

Announcement of congressional funding from Public Law 93-380, Section 406, for the Greenwood Career Education Project appeared in the Greenwood Commonwealth. An article concerning the career project also appeared in the "Back To School" section of the same newspaper.

A descriptive red, white and blue folder was prepared on the Greenwood Career Education Project. This was distributed to all participating staff members, Chamber of Commerce officials, Career Education Advisory Council members, all Incremental Improvement Career Education Project Directors, Mississippi State Department of Vocational Education, and to numberous administrators interested in planning a career program.

The "Greenwood Career Education Project Profile" was prepared and copies were submitted to Dr. Ken Hoyt's staff at the Directors' Meeting in Washington, D.C. on August 20-22. These five-page leaflets summarizing the project proposal were distributed to all the directors of the awarded contracts in the incremental improvement category.

Copies of this project profile were mailed to the following in answer to their request:

Mr. Ted Griffin, Sr.
Curriculum Director
St. Landry Parish School Board
P. O. Box 310
Opelousas, Louisiana 70570

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Mr. David D. Amerman, Director
Career Education
151525 Farmington Road
Livonia, Michigan 48154

Ms. Margaret Sciaroni
Career Information Assistant
Yosemite Junior College District
P.O. Box 1849
Columbia, CA 95310

Mr. John Shirley
Career Education Project
Education Service Center, Region 10
400 East Spring Valley
P.O. Box 1300
Richardson, Texas 75080

Ms. Carol Sue Smith
650 International Airport Road
Anchorage, Alaska 99502

Mr. Kenneth Beachum, Director
Vocational and Career Education
York County Public Schools
P.O. Box 451
Yorktown, Virginia 23690

Mr. Jeffrey Kleinberg, Asst. Dean
Fiorello H. LaGuardia Community College
31019 Thomson Avenue
Long Island City, New York 11101

Mr. William C. Mitcham
Union Parish School Board
Media Center
P.O. Box 338
Farmerville, Louisiana 71242

Mr. John D. Ries
Oregon Consortium for Career Education
3830 S.E. 14th Avenue
Portland, Oregon 97202

The following participating staff members have copies of the project profile:

Dr. J. Robert Cagle, Superintendent
Mr. W. P. Randle, Administrative Assistant
Mr. W. E. Wilson, Administrative Assistant
Mr. John McHann, Greenwood High School, Principal

Mr. Willie Mims, Davis School, Principal
Mr. Ward Jackson, Williams School, Principal
Mr. Solomon Outlaw, Threadgill School, Principal
Mr. Clyde Nero, Stone Street Middle School, Principal
Mes. Bessie Threadgill, Stone Street Primary School, Principal
Mr. Ted Shook, Bankston School, Principal

On April 1, 1976, the local Civitan Club heard the progress of the Career Education Project activities as Helen T. Allen, Director of the Greenwood Career Project, presented a slide program detailing activities involving students. Copies of the informative Greenwood Project Folder and the Chamber of Commerce, Career Education, What It Is and Why We Need It, were distributed to the Chamber of Commerce. Members attending voiced their support of the career educational program as an effective way of improving our educational system today.

14. Special Activities:

The Greenwood High School Career Coordinator, working with the 4-H Youth Agent, planned and conducted a Home Arts Career Fair for all home arts students at Greenwood High School and the two Leflore County secondary schools, Amanda Elzy and Leflore County High. Over 600 girls attended. Six specialists in the specific areas of interior decorating, food service, clothing, equipment, health and homemaking informed the students of the details of their jobs and the education and training required.

A filmstrip, produced by Butterick, "Two Hundred Years of American Fashions" was shown. Exhibits included a bulletin board featuring job titled in the fashion world, crafts from an eighth grade home arts class and some ladies magazines from the 1890's. Many girls lingered over the displays of pictures of these early fashions. Each participant received a Home Arts Fair Bookmark program and an information booklet.

During American Education Week, all elementary schools had Open House with many parents visiting the schools. Hall displays, bulletin boards and the distribution of several different career-related informatiou folders promoted the concept of career education. Many parents had an opportunity to talk with career staff members. The response to exposing young students to the world-of-work was enthusiastic.

Numerous personal contacts with parents, teacher, students and community leaders were made in gaining understanding and community support for the career-centered program. The Career Education Advisory Council, composed of representatives of the business, industry, government and labor community, met with the career staff. At the first session, the filmstrip and recorded information entitled "Career Education, What It Is and How To Do It" by Ken Hoyt was used.

Working with the 4-H Youth Counselors, the career project staff arranged for an "Anti-Drop-Out Program" for seventh and eighth grade students in all five elementary schools. The presentation included slides; a short 16mm film obtained and shown by Mr. Ken Gordon, Youth Court Counselor; and an explanation of the vocational offerings by Mr. Danny Hardin, Director. The possible consequences of dropping out of school were highlighted.

A career education emphasis day was held on Monday, June 28, 1976, with Dr. Robert Moore, Career Education Specialist from the South Carolina State Department of Education as the visiting speaker. A large number of administrators, classroom teachers, community leaders and personnel from the State Department of Education and other career projects were invited to one of three sessions to hear Dr. Moore.

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APPENDICES

APPENDIX A

GREENWOOD CAREER EDUCATION PERSONNEL

DIRECTOR: Helen Tucker Allen (Mrs. Otis W. Allen)
1200 South Boulevard
Greenwood, Mississippi 38930

MARITAL STATUS: Married (Five Children)

EDUCATION: Bowling Green High School, Bowling Green, Kentucky - 1935
A.B. Western Kentucky University, Bowling Green, Kentucky 1935-39
45 Graduate Hours - Mississippi State University, University of Mississippi, University of Missouri, Delta State University
Life Certificate, Occupational Orientation Certificate

EXPERIENCE: 23 Years Experience
Second Grade Teacher, Bowling Green Public Schools, Bowling Green, Kentucky 2 years (1939-41)
Greenwood City Schools, Sixth Grade, 1 year (1942-43)
Substitute Teacher, Greenwood City Schools, 1 year (1954-55)
Second Grade, Greenwood City Schools, 6 years (1955-61)
Third Grade, Greenwood City Schools, 7 years (1962-69)
Second Grade, Greenwood City School, 1 year (1969-70)
Instructional Coordinator, Davis School, 2 years (1970-72)
Reading Title I Summer Workshop (1970)
Title I Language Arts, Grades 7 & 8 (1971) Summer Workshop
Career Education Coordinator, Davis School, 1 year (1972-73)
Career Education Coordinator, all five (5) elementary schools, 1 year (1973-74)
Teacher, Occupational Orientation, 8th grade and Career Education (1974-75)
Director, Career Education Project, July 1, 1975 - June 30, 1976

AFFILIATIONS: Member, First Baptist Church, Greenwood
Member, Greenwood Womans Club, 1941 - Present
Member, Mississippi Education Association
Member, American Vocational Association
Member, Board of Directors, Leflore County Cancer Society
Member, Community Concert Association
Member, Greenwood Arts Festival
Member, Cottonlandia Educational Foundation
Member, Leflore County Humane Society
Member, Greenwood Little Theatre

HOBBIES: Reading, sewing, house plants, family travel, music, art activities, tennis, swimming

CAREER
COORDINATOR: Mrs. Nancy Isom McDaniel
Greenwood High School
Greenwood, Mississippi 38930

MARITAL STATUS: Married (Three Children)

EDUCATION: Elementary School - Sunflower Elementary, 1955
High School - Moorhead High School, 1959
College - Delta State University, 1962
B.S. Degree in Physical Education, Health, and Recreation, Minor is Social Science

EXPERIENCE: Greenwood City Schools substitute teacher in all subject areas for eight years, giving several extended maternity leaves. (Note detail.)
Greenwood High School - 1965, World History, December - May
W.C. Williams - 1968, 3rd grade, Reading, January - May
Davis Elementary - 1972, 5th & 6th grades, English/Spelling, October - May
Davis Elementary - 1973, 5th & 6th grades, Reading, November - May
W.C. Williams - 1974, 5th & 6th grades, English, December - February
Career Education Coordinator, Greenwood High School, July, 1975 - June 30, 1976

OTHER
ACTIVITIES: Attended workshops on Individualized Instruction for the Classroom Teacher and Reading
Served on Title I Advisory Committee for three years

Sunday School Director in First Baptist Church five years

HOBBIES: Camping, cake decorating, swimming, cooking, traveling

CAREER
COORDINATOR: Blanche Thompton Hardin
Route 3, Box 208
Greenwood, Mississippi 38930

EDUCATION: High School (1954-57) - Graduated, Hernando High School
Hernando, Mississippi
Mississippi University for Women (1957-61)
B.S. Degree in Home Economics Education
Practice taught at Amory, Mississippi, 8th grade Home Economics
Graduate Work
6 hours, Guidance, Mississippi State University (1967-68)
3 hours, Foundations of American Education, Delta State University
3 hours, Psychology of Learning, Delta State University

EXPERIENCE: Lowndes County Schools
New Hope High School (1961-62)
8th, 9th & 10th grades Home Economics
FHA Sponsor, 10th grade Sponsor

Greenwood City Schools
Greenwood Junior High (1962-64)
8th grade Home Economics
FHA Sponsor

Greenwood High School (1967-68)
Study Hall Monitor

Leflore County Schools
East Elementary (1970-71)
6th & 8th grades reading, 7th & 8th grades social studies
7th grade Science

Leflore County High School, 1973
1st & 2nd & 3rd year Home Economics
Summer, 1973 Migrant Program
5th - 10th grades Home Arts

Greenwood Elementary Schools
Career Education Coordinator, July, 1975-June 30, 1976

COMMUNITY WORK: Counselor, Junior High MYF, First Methodist Church
Adult Sunday School Teacher
Chairman, Commission on Missions (1972-74)
LeBonte Woman's Club (1972-75)
Publicity Chairman (1973)

HOBBIES: Sewing, reading, swimming, family travel, cake decorating, cooking

CAREER
COORDINATOR: Clara T. Lipsey
P. O. Box 292
Sidon, Mississippi 38954

MARITAL STATUS: Single

EDUCATION: Elementary and High School (1961-1973) Amanda Elzy School
Upward Bound Student (1971-73), Mississippi Valley State University
Business School - Memphis School of Commerce, Memphis, TN, Course - Accounting (1973-74)

EXPERIENCE: Substitute Secretary - Amanda Elzy High School
Career Education Clerk-Typist, August, 1975 - June 20, 1976

EXTRA CURRICULAR
ACTIVITIES: Dramatics Club (1971-72), SGA member (1971-73) - Business Manager and Parliamentarian, Band, Senior class officer

COMMUNITY WORK: Volunteer Worker for Sidon Headstart, Youth Speaker Hyman Chapel Baptist Church, Substitute Sunday School Teacher, Member of Young Adults Mission, Member MTA-NEA for school session 1975-76

HOBBIES: Reading, dancing, bowling, hiking

CAREER
COORDINATOR: Debra Johnson McDowell
215 East Scott Street
Greenwood, Mississippi 38930

MARITAL STATUS: Married

EDUCATION: Elementary School: McNease Elementary - 1963
Elementary School: Stone Street - 1966
High School: Threadgill & Greenwood High - 1972
College: Mississippi Delta Junior College, Moorehead, MS
Draughons Business College: Greenwood, MS - Course Executive Secretary

EXPERIENCE: Mississippi Action for Progress, 6 months, Teacher's Aide, Clerical
Mississippi State Employment Service, 5 months, Interviewer, Clerical
East Elementary School - Leflore County Schools, Teacher Aide, Clerical, 9 months
Roses Department Store, Cashier, 5 months
Greenwood High School - Greenwood City Schools, Career Education Clerk, August, 1975 - June 30, 1976

EXTRA CURRICULAR
ACTIVITIES: Band, Foreigh Language Club, Tri-Hi-Y, Sophomore Class Vice-President, Presently 4-H Club Leader, Greenwood High School

HOBBIES: Singing, sports

THE INSTRUCTIONAL STAFF,

CAREER EDUCATION COORDINATORS,

and

GUIDANCE COUNSELORS

can provide

ASSISTANCE

so that students

CAN DEVELOP:

Self Awareness

Attitudes and Appreciations

Educational Awareness

Career Awareness

Economic Awareness

Employability Skills

Dr. J. Robert Cagle, Jr., Ed. D.
Superintendent

Mrs. Helen T. Allen, Director
Career Education Project

Mrs. Blanche Hardin, Elementary
Career Education Coordinator

Mrs. Nancy McDaniel,
High School
Career Education Coordinator

STUDENTS GAIN:

Self identity

Positive work attitudes

Job related school experiences

Sense of achievement

First step on a career ladder

Work observation through on-the-job training

A saleable job skill

Career planning assistance

THE COMMUNITY GAINS:

— Individuals who are:

—responsible citizens
—knowledgeable of community affairs
—dependable workers

Fewer school dropouts

GREENWOOD
CAREER EDUCATION PROJECT

GRADES 1 - 12

GREENWOOD CITY SCHOOLS
GREENWOOD, MISS. 38930

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Preparing For Your Future With Career Education

Learning to Live
Learning to Learn
Learning to Make a Living

APPENDIX C

NEWS RELEASE

Greenwood Commonwealth
July, 1975

The Greenwood Municipal Separate School District has received a grant from the U. S. Department of Health, Education and Welfare for expanding career education.

Dr. J. Robert Cagle, Jr., Superintendent, is receiving congratulations for submitting the Greenwood Career Project, Grades 1-12, which was selected as one of only eighty projects funded. Almost nine hundred proposals were received in this first year in which Congressionally appropriated funds were available for career education movement and of delivering demonstrably effective career education were rated by project readers. The Greenwood Career Project was rated number two in this tough competition.

Students in the elementary school will continue to be involved in activities which will create career awareness and provide exploratory experiences in the world of work. Quality incremental improvements will be made to expand the career concept and initiate implementation in grades nine through twelve. Career information will be infused into the traditional curriculum. Performance based instruction will feature specific occupational-like tasks. Students will recognize the importance of acquiring knowledge and developing communication, computation, and reasoning skills. Students will identify with real life situations and the basic curriculum becomes more relevant. Seeing the relationship between education and the working world will help to keep students in school, thus reducing the dropout rate.

Career guidance and counseling services as well as on the job training and workstudy programs will be expanded to prepare for employment and further education. All available community business and industry resources will be utilized.

The Career Education Staff has been selected and is currently planning for the implementation of the project. Mrs. Helen T. Allen serves as project director with two coordinators, Mrs. Blanche Hardin, Elementary Coordinator, and Mrs. Nancy McDaniel, Secondary Coordinator. Two clerical workers, Mrs. Debra McDowell and Miss Pamultricia Greenleaf, complete the staff.

Project funds in the amount of $78,894.00 will provide for salaries; multi-media, multi-level instructional materials for an elementary and a high school resource center; office supplies; consultant fees; and travel.

Early in the school year, the entire staff will be involved in an in-service program of teacher education designed to provide the knowledge, understanding, acceptance of, and commitment to the basic concepts, goals, and objectives of career education.

The entire Greenwood area will benefit from the goal achievement of this recently funded July, 1975 - July, 1976 project.

Greenwood City Schools institutes new project in career education

—Staff Photo By Pamela Tir

CAREER EDUCATION STAFF MEMBERS FOR GREENWOOD CITY SCHOOLS NEW PROGRAM
Miss Greenleaf, Mrs. Hardin, Mrs. Allen, Mrs. McDaniel, Mrs. McDowell

APPENDIX D

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APPENDIX E

GUEST SPEAKER AND FIELD TRIP SITE LISTING

COMPANY NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	DAY	GRADE LEVEL	GUEST SPEAKER
Baldwin Piano & Organ Co.	Box 1079 Greenwood	Harold Smith	453-2484	Yes	10-12	Tues. Thurs.	11-12	Probably Not
Big Star Supermarket	Hwy.82 East Gate Shopping C. Greenwood	Bob Smith	455-2880	Yes		Tues.		No
Bowman & Bowman	500 Tallahatchie Street Greenwood	Charles Bowman, Jr.	453-7181	Yes	20		9	Yes
Central Aero, Inc., Shipley Aviation	Greenwood-Leflore Airport, Greenwood	Margaret Shipley	453-5275	Yes	Small	Any	All	Yes
Coca-Cola Bottling Works	1000 W. Park Avenue Greenwood	Jimmy Mullins	453-7251	Yes	30-40	Tues. Wed.	Any	Possibly
FBI	Rm.327 Fedl. Building Greenwood	Jim Bodman	453-1043	Yes	10	Mon.	12	Yes
Four Rivers Tackle Co.	410 11th St. Greenwood	Walter Aldridge	453-4178	NO		Wed.		Yes
First Greenwood Bank	P.O. Box 1537 Greenwood	Doug McCrory	453-2122	Yes	20	Tues. Fri.	7-12	Yes
Creative Graphis	205 Howard	Robert Hardin, Jr.	453-8058	Yes	10-15	Mon. Wed. Fri.	9-12	Yes

First Federal Saving & Loan Association	P.O. Box 1289 111 East Washington Street Greenwood	Paul R. Brackin	453-2894	Yes	30-40	Tues. Thurs.	Any	Yes
Greenwood Beauty College	Highland Park Shopping Center, Greenwood	Barbara Crumby	453-6938	Yes	10	Mon.	12	No
Greenwood Commonwealth	207-09 West Market Street Greenwood	Frank T. Long	453-5312	Yes	20-25	Mon. Wed. Fri.	1-12	Yes
Greenwood Fire Dept.	404 Main St. Greenwood	R.V. Teal	453-7400	Yes	30	Mon. Wed.	1-12	Yes
Greenwood-Leflore County Civil Defense	Leflore County Courthouse, P.O Box 1817 Greenwood	Edward McCafferty	453-1428	Yes	30	Any	6-12	Yes
Greenwood-Leflore Hospital	West River Rd. Greenwood	Will Fancher	453-9751	Yes	15-20	Wed.	9-12	Possibly
Greenwood Police Dept.	406 Main Greenwood	James Stevens	453-3311 Ext.#3	Yes	50	Not Wed.	All	Yes
Greenwood Leflore Library	408 West Washington Greenwood	Wayne Skelton	453-3634	Yes	15-20	Thurs.	1-12	Yes
Greenwood Utilities	P.O. Box 866	Clyde W. Farrell	453-7234	Yes	Small		9-12	No
J.J Ferguson Enterprises	Box 660 Greenwood	Clay Herbert	453-5451	Yes		Any	Any	Yes
Leflore Bank	P.O. Box 548 Greenwood	Tommy J. Ellett	453-5371	Yes	20	Tues. Thurs.	5-12	Yes
McDonald's	811 W. Park Greenwood	Ed Delas	455-2307	Yes	40	Mon.- Thurs.	1-8	Yes

Mississippi Forestry Commission	P.O. Box 1636 210 Ayen Bldg. Greenwood	Kenny Strawn	453-1222	Yes	20-30	Any	1-12	Yes
National Picture Frame	1500 Commerce Street, Greenwood	J.A. George	453-6686	Yes	20	Any	9-12	Possibly
Piggly Wiggly	206 Cotton Greenwood	Sonny Long	453-2834	Yes		Tues.		
Quinn Drug & Chemical Co.	Hwy. 49 South Greenwood	G.W. Phillips	453-4423	Yes	Small	Any	9	Yes
The Russell Company	Greenwood	Millard Billings	453-4261	Yes	25		7-12	
Safeway Stores, Inc.	719 West Park Greenwood	Jim Gibson	453-4685	Yes	25	Tues. Wed. Thus.	Any	Yes
Sheriff's Department	Courthouse	Rufus Freeman	453-5141	Yes	30	Tues. Thus.	1-12	Yes
South Central Bell Tel. Co.	305 George St. Greenwood	John R. Helms	453-9057	Yes	30	Thurs	7-12	Yes
Thomas Nursery & Greenhouse	Hwy. 82 Bypass	Erwin Thomas	453-3525	Yes	30	Morning	Any	
U.S. Dept. of Labor	P.O. Box 1157 Greenwood	James C. Williams	453-0465	No				No
U.S. Postal Service	200 E. Washington St.	W.E. Galey	453-3242	Yes	25-30	Wed.-Fri.	3-4	Yes
WGRM Radio	P.O. Box 553 Greenwood	Tom Ewing	453-1240	Yes	20	Any	Any	Yes

TRIP TO JACKSON

On May 4, 1976, our eighth grade class went to Jackson.

When we first got on the bus we saw our bus driver, Mr. Henderson. As we got going we saw many different occupations. There were road construction workers, truck drivers, and farmers.

After we reached Jackson, we went to the Old Capitol, which is now a museum. We saw a few occupations. There were the guards at the door, the guide who gave us a tour of the musemum, and the cashier in the souvenier shop.

From there we went to the Wildlife Museum. There we saw the receptionist at the door. After we had toured the museum, we saw a film. The curator showed us the film while we and the Wildlife Commissioners watched.

After we had seen the film, we went to a park across from the Jackson Zoo. When everyone had finished eating, we went into the zoo. There we saw many occupations - the zookeeper, the ladies at concession stands, the recptionist at the gate, and some construction workers building a new addition to the zoo.

When everyone had finished touring the zoo, we went to the Jackson Mall. In the mall there were clerks, salepersons, managers of stores, cashiers, maids, and electricians.

Everyone finished lunch and came back to the bus. It seemed a short ride home, because everyone was having a good time.

I think this trip was an enjoyable and an educational experience for me as well as for the others.

Sonny Blake

—Staff Photos By Denise Stockstill

LT. CHRISMOND ANSWERS QUESTIONS IN IDENTIFICATION ROOM
Mrs. Montgomery and Mrs. Anderson led the tour

Williams second grade tours police department

The second grade class at W. C. Williams School with their teacher Mrs. Betty Montgomery toured the Greenwood Police Department Friday.

Lt. James Switzer conducted the tour, showing the students the Municipal Courtroom, the reception area, the main police desk, the jail, and the identification room.

He also took the students out in back of the station and showed them the police cars and their sirens.

The tour was sponsored by the Career Education Department. The class also toured the Greenwood Fire Department, the Greenwood Post Office, Thomas Nursery and the Coca-Cola Company.

As a part of the Career Education program, Mrs. E. H. Willcoxon, the school nurse; Mrs. Walterine Myers, the school librarian and Dr. Charles Shields, dentist, were speakers at the program.

Assisting Mrs. Montgomery was Mrs. Eleanor Anderson, a student teacher from Delta State University.

APPENDIX H

Student_____

Date_____

JOB INTERVIEW

Name of person being interviewed_____

1. What is the title of your job?_____
2. What kind of work do you do?_____
3. How long have you had this job?_____
4. Where do you work?_____
5. What are the hours you work?_____
6. Is your job hard?_____ Why?_____
7. Do you like your work?_____
8. How did you choose this job?_____
9. Is there any risk to you in your job?_____
10. What is the usual starting pay for your job?_____
11. Do you need special tools for your job? If so, what are they?

_____

12. What kind of clothing do you wear on the job?_____
13. What kind of education do you need for this job?_____
14. What school subjects help you most to do your job well?_____

_____

15. Do women or men usually do this kind of work?_____
16. How does this job help the community?_____
17. Please use this space for any additional information you might share about your job._____
18. Are there other jobs you would like to have? If so, what are they?

_____

19. Would it be possible for you to come to a school classroom to tell about your job?_____

APPENDIX I

Greenwood Career Education Project
September 1975 - May 1976

Utilization of Career Education Resource Center
by
Teachers in Grades 1-8

Item	No Times Checked Out
The Adventures of the Lollipop Dragon SVE - 6 fs, 3 records, K-3	18
Community Helpers Troll - 8 fs, 1-6	6
Community Workers and Helpers SVE - 8 fs, 4 tapes, 1-4	5
Fathers Work IFC - 6 fs, 1-6	7
Getting Along In School Coronet - 6 fs, 3 records, K-3	10
Robert and His Family SVE - 4fs, 2 records, 1-4	6
Guidance for Young People Eyegate - 16 fs, 8 records, 5-12	4
Popularity Problems of Young Teens SVE - 4 fs, 2 tapes, 5-8	5
Police Department Helpers SVE - 8 study prints, 1-8	9
Fire Department Helpers SVE - 8 study prints, 1-8	11
Postal Helpers SVE - 8 prints, 1-8	5
Supermarket Helpers SVE - 8 prints, 1-8	5
Be Healthy Universal Education - 4 fs, 2 records, 1-4	9
Community Helpers Figures Judy - 8 lifelike figures	7

Our Helpers Play People
Milton Bradley - 12 workers,
K-6 12

I Want To Be A Teacher
Children Press - 4 books, 1 tape,
1-4 5

What To Be
Children's Press, 4 books, 1 tape,
1-4 5

I Want To Be a Postman
Children's Press, 4 books, 1 tape,
1-4 5

Community Helpers
Trend - Bulletin Board, 7 workers,
1-8 8

What Will I Be When I Grow Up
Education Activities - Record, 1-4 13

APPENDIX J

CAREER EDUCATION PROJECT
HIGH SCHOOL
RESOURCE SPEAKERS 1976-75

DATE	RESOURCE PERSON	SCHOOL & CLASS	TEACHER	No. OF STUDENTS	OCCUPATION AND CAREERS PRESENTED
11-11	Dale Faulkner	Metal Shop	Mr. Melton	80	Machinist, Welder Painter, Assemb.
11-12	Kenny Strawn	Biology	Ms. Mitchell	30	4-H Agent, Ecol. Forester, S[illegible]. Te.
11-13	Dorsey McDaniel	Math	Mr. Staten	60	Bkkp., Acct. Buyer, Pur.Agent
11-27	Madeline Clark	Advanced Science	Mr. Wilson	30	Humane Soc. Worke Veter., Pet S.W.
12-3	Will Fancher	Science	Ms. Gregory	20	Lab Techn. Phar. Nurse, Clerial
11-25	Mary Billings	Home Economics	Ms. Trice	119	Coop. Ext. Servic Worker, Eq. Sales
11-25	Connie Bellinger	Food Mg.	Ms. Henderson	36	Chef, Dietician Food Technologist
11-25	Sarah Fountain	Home Economics	Ms. Smith	111	Int. Designer, Furn. M, Furn.Ds.
11-25	Susie Overstreet	Home Economics	Ms. Trice	119	Agcul.Ext., Publ. Health Nurse
11-25	Marquerite Davis	Clothing	Ms. Nero	111	Dress Desg. Pttn. Maker,Cus. Tailor
11-25	Jewel McGinty	Home Economics	Ms. Smith	111	Kindergarten&Nurs School Teacher
11-18	June Johnson	Economics	Mr. Ellington	2	Soc. Worker, Soc. W. Aide, Counselo
12-3	Becky Cook	Advanced Science	Mr. Wilson	25	Anest., Nurse Nurse Anest.
1-5	Judy Sanford	Shorthand	Ms. Mann	25	Bus. Teacher, Typ Secre., Steno.
1-15	Ann Wiley	Food Mg.	Ms. Henderson	16	Hosp. Cafe. Mgr. Therapeutic Diet.
1-20	Marie Rutledge	Physical Education	Mrs. Power	40	Dent. Dental Hyg. Dental Assistant
1-22	Rachel Chandler	Food Mg.	Ms. Henderson	16	Home Econ., Diet. Nutri., Food Proc
1-28	George Wolfe	Biology	Ms. Mitchell	33	Ecol., Geologist Game Gd., St.Br.
1-29	Marie Shepherd	Food Mg.	Ms. Henderson	16	L.P.N., R.N., P. Hlth, Phys. T.
2-5	Judy Stanford	Shorthand	Ms. Mann	20	Steno., Typist, Secretary
3-3	Yvonne Walls	Seniors	Ms. McDaniel	7	LPN, Nurse's A. RN, Midwife, Ped.
3-4	Jim Bodman	Geometry	Ms. Gnemi	25	FBI, Law Enforce- ment Careers
3-4	Jim Bodman	Algebra	Ms. Staten	30	FBI Law Enforce- ment careers
3-9	Eugenia Gregory	Shorthand	Ms. Mann	20	Legal Secretary
3-10	Dot Lambert	Grades 9-12	All	1400	Sights & Sounds of Ms.,Industry

APPENDIX J (Cont'd)

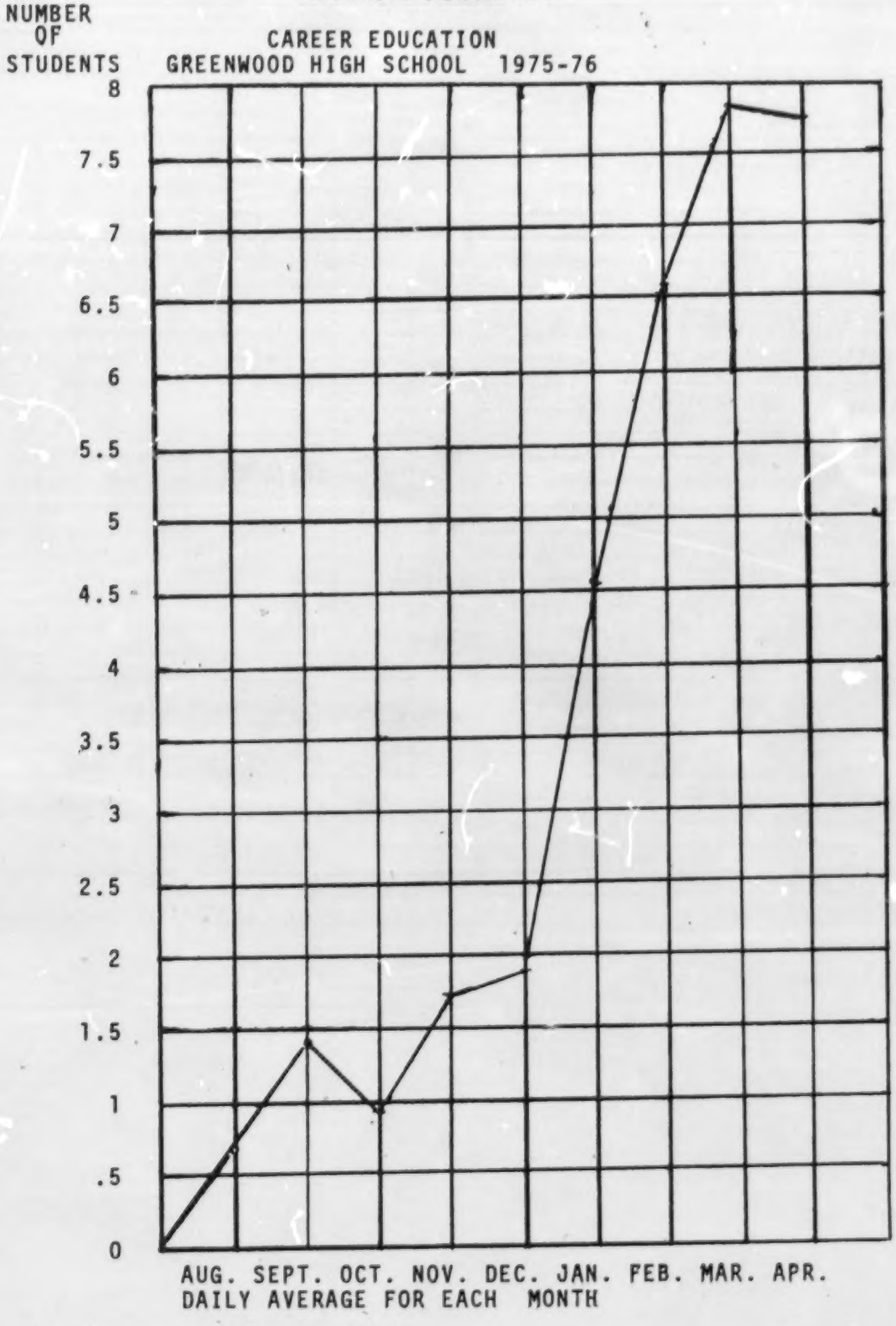
DATE	RESOURCE PERSON	SCHOOL & CLASS	TEACHER	No. OF STUDENTS	OCCUPATIONS AND CAREERS PRESENTED
3-25	Jane Biggers	Mechanical Drawing	Mr. Skelton	18	Architect, Draftman
3-25	Jane Biggers	Mechanical Drawing	Mr. Skelton	20	Architect, Draftman
4-1	Fayne Showers	Art	Ms. Gutierrez	40	Designer, Weaver, Artist
4-6	John Ballas	Food Management	Ms. Henderson	22	Cook, Waiter, Waitress, Hostess, Mgr.
4-7	Bill Wiggins	Clothing	Ms. Nero	21	Seamtress, Dress Designer, Pattern M.
4-8	John Parrish	Physical Science	Mr. Davis	31	Field Inspector, Fire Chief, F.Fight.
4-9	Charles Gaudi	Physical Science	Mr. Davis	32	Safety Engineer
4-15	Peggy McCormick	Physical Science	Mr. Davis	30	Aviation Careers
4-20	Granville Martin	Career Day		59	Accounting
4-20	Eugenia Gregory	Career Day		58	Secretarial Careers
4-20	John Helms	Career Day		78	Telephone Careers
4-20	Bill Galey	Career Day		79	Postal Service Careers
4-20	Wanda Buzzard	Career Day		60	Nursing Careers
4-20	Doug McCrory	Career Day		55	Banking Careers
4-20	Joe May	Career Day		40	Trucking Careers
4-20	Charles Swayze	Career Day		41	Law Careers
4-20	James McAdams	Career Day		58	Architecural Careers
4-20	Allen Hammons	Career Day		54	Art Careers
4-20	Dr. Dick Meek	Career Day		38	Medical Careers
4-20	Charles McCurdy	Career Day		31	City Government
4-20	Bob Smith	Career Day		54	Retail Careers
4-20	Rosalie Witty	Career Day		63	Social Work Careers
4-20	John Emerich	Career Day		36	Newspaper Careers
4-20	Glen Doty	Career Day		35	Pharmacist Careers
4-20	Amanda Elzy	Career Day		24	Teaching Careers
4-20	Bill Allen	Career Day		38	Electrical Careers

APPENDIX J (Cont'd)

DATE	RESOURCE PERSON	SCHOOL & CLASS	TEACHER	No. OF STUDENTS	OCCUPATION AND CAREERS PRESENTED
4-20	Roy Martin	Career Day		28	Music Careers
4-20	Wayne Pittman	Career Day		22	Law Enforcement Careers
4-20	Robert Montgomery	Career Day		38	Careers in Building Trades
4-20	Wayne Miller	Career Day		21	F B I Careers
4-20	Kelley Kyte	Career Day		69	Interior Decorating Career
4-20	Barbara Crumby	Career Day		25	Careers in Cosmetology
4-20	Wayne Peacock	Career Day		69	Computer Programming Careers
4-20	Walter Crosby	Career Day		13	Highway Patrol Careers
4-20	William Johnson	Career Day		32	Navy Careers
4-20	Recruiter Blandon	Career Day		25	Air Force Careers
4-20	Melverta Henderson	Career Day		37	Teaching Careers
4-20	Thomas Brooks	Career Day		21	Army Careers
4-20	Ruth J. Jones	Career Day		23	Careers in Cosmetology
4-20	H.N. McCann	Career Day		11	Marines Careers

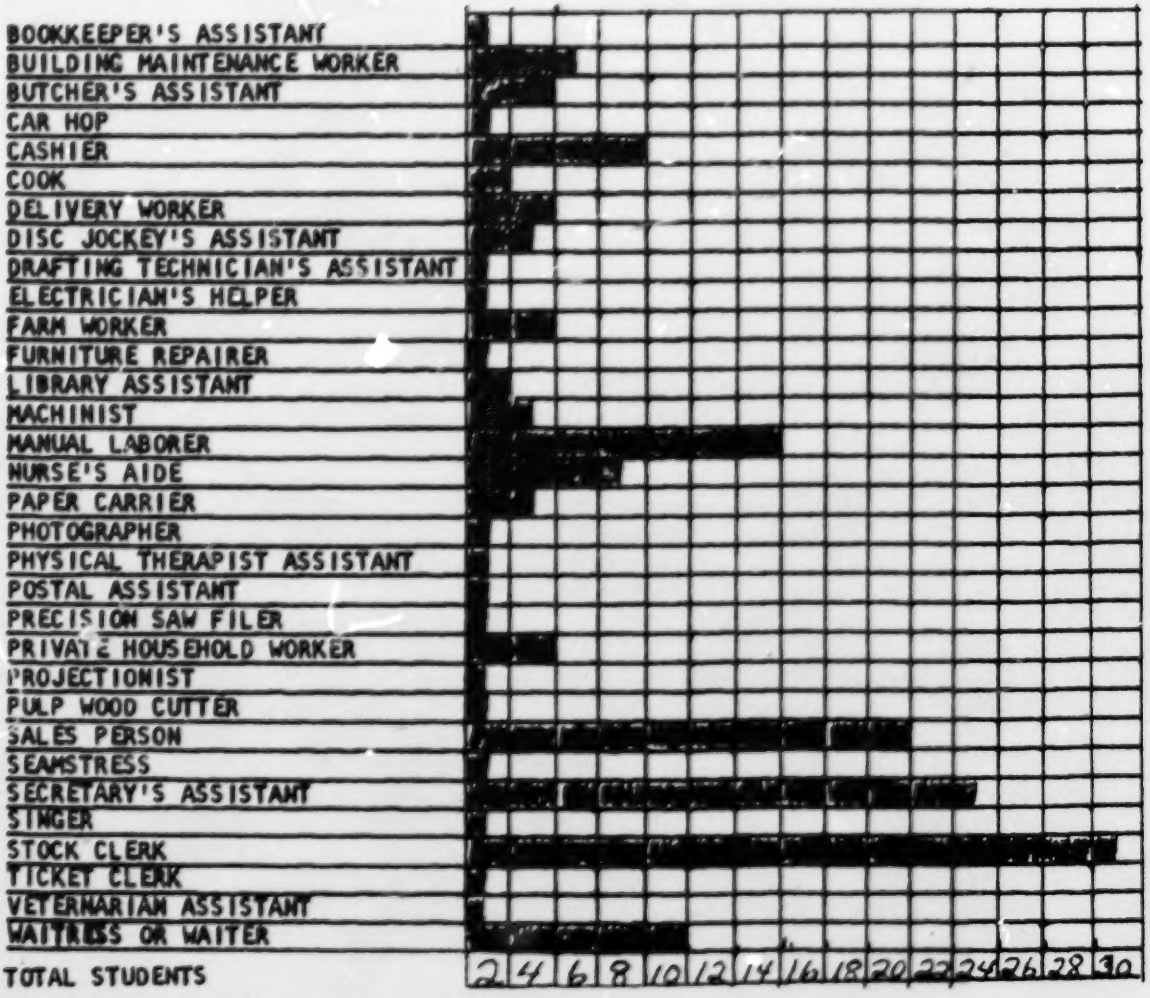
APPENDIX K

DAILY AVERAGE OF STUDENTS SEEKING INDIVIDUALIZED CAREER INFORMATION



APPENDIX I

GREENWOOD HIGH SCHOOL
CAREER EDUCATION
STUDENT SURVEY RESULTS



SENIORS - 81

JUNIORS - 63

SOPHOMORES - 9

FRESHMEN - 9

TOTAL WORKING - 162
TOTAL ENROLLMENT- 1,400

COMMONWEALTH

Greenwood, Miss., Monday, September 22, 1975

Greenwood students learn how to buy a used car

Lucien Ellington, Greenwood High School government and economics teacher, demonstrates to his students how to turn the wheel of a used car to see if the steering is aligned properly. All of Ellington's classes spent time last week learning how to buy a used car.

"The average person spends 17 per cent of his yearly income on automobiles," Ellington told his students, "and if that doesn't warrant study in an economics class, nothing does."

GREENWOOD CITY SCHOOLS
GREENWOOD CAREER EDUCATION PROJECT
FIELD TRIPS, GRADES 1-8
1975-76

DATE	FIELD TRIP	SCHOOL & CLASS	TEACHER	No. OF STUDENTS	HOW TRAVELED
12-9	Coca Cola Co.	Bankston 6th Grade	L. Carpenter	55	School Bus
12-16	Big Star	Bankston 3rd Grade	K. Jones	27	School Bus
1-20	Coca Cola Co.	Stone Mid. 6th Grade	Sission	26	Private Bus
1-13	Civil Defense Office	Davis 6th Grade	L. Smith	77	Walked
2-2	Fire Depart.	Threadgill 1 & 2	Taylor	29	Private Bus
2-2	Sartaria Bicentennial Exhibit	Threadgill 8th Grade	Pillai	55	Private Bus
2-2	Sartaria Bicentennial Exhibit	Stone St. 8th Grade	Mr. Smith	75	Private Bus
2-2	Police Dept.	Threadgill 2 & 3	Stewart	27	Private Bus
2-3	Sartaria Bicentennial Exhibit	Davis 8th Grade	Davis & Smith	70	Activity Bus Private Bus
2-9	Fire Depart.	Threadgill 2 & 3	Stewart	27	Private Bus
2-9	Police Depart.	Threadgill 1 & 2	Taylor	29	Private Bus
2-10	Piggly Wiggly	Davis 7 & 8	M. Smith	23	Walked
2-10	Big Star	Threadgill 7 & 8	M. Smith	33	Private Bus
2-10	Big Star	Stone Mid. 7 & 8	Cashier	35	Private Bus
2-13	Police Depart.	Davis Grade 5	L. Smith	25	Private Bus
2-17	Coca Cola Co.	Threadgill 3rd	Calvin	29	Private Bus
3-10	Thomas Nursery	Bankston 4th	Turner	45	School Bus
3-11	Thomas Nursery	Grade 4 Bankston	Turner	43	School Bus
3-23	Piggly Wiggly	Grade 3 Bankston	Givens	29	Walked
4-6	Delta State	Bankston 8th	Pittman	52	Private Bus
4-8	Jackson Natural Hs. Museum	Threadgill 3 & 4	Scott & Spells	60	Private Bus
4-9	Delta State	Williams 8th	Jordon & Allen	61	Private Bus

FIELD TRIPS, GRADES 1-8

DATE	FIELD TRIP	SCHOOL & CLASS	TEACHER	No. OF STUDENTS	HOW TRAVELED
4-9	Police Station	Williams 7th	Threadgill & Cole	59	School Bus
4-9	McDonalds Krogers	Davis Sp. Education	Riddick	8	Private Car
2-3	Liberty Cash	Williams 8th	Casher	30	Walked
4-13	Coca Cola	Williams 2nd	Montgomery	29	Private Bus
4-13	Thomas Nursery	Williams 2nd	Montgomery	29	Private Bus
4-14	Stoneville Research	Threadgill 7 & 8	Pillai	60	Private Bus
4-15	City Hall	Bankston 1st	Webb Henderson	25	Private Bus
4-15	Police Station	Bankston 1st	Webb Henderson	25	Private Bus
4-15	Fire Station	Bankston 1st	Webb Henderson	25	Private Bus
4-21	Florist Frank Smith	Bankston 2nd	Pittman	29	Private Bus
4-21	McDonald's	Bankston 7th	Campbell	49	Private Bus
4-22	Petrified Forest	Threadgill 3 & 5	Calvin & Griffis	55	Private Bus
4-23	Police Station	Williams 2nd	Montgomery	29	Private Bus
4-23	Fire Station	Williams 2nd	Montgomery	29	Private Bus
4-23	Post Office	Williams 2nd	Montgomery	29	Private Bus
4-26	Freedom Train Jackson	Stone, 8th	Johnson	66	Private Bus
4-26	Newspaper	Bankston, 8	D. Carpenter	30	School Bus
4-27	Cotton field	Williams 5th	Scruggs, Banks	63	Private Bus
4-27	Newspaper	Bankston, 7	D. Carpenter	30	School Bus
4-27	Forestry Lab	Williams, 5	Scruggs, Banks	63	Private Bus
4-28	Cotton Farm	Williams 6th	Smith	52	Private Bus
4-28	Forestry Lab	Williams 6th	Smith	52	Private Bus
4-28	Newspaper	Bankston,7th	D. Carpenter	25	School Bus
4-29	Newspaper	Bankston,8th	D. Carpenter	30	School Bus

FIELD TRIPS, GRADES 1-8

DATE	FIELD TRIP	SCHOOL & CLASS	TEACHER	No. OF STUDENTS	HOW TRAVELED
4-29	Circus Site	Davis 1st Grade	Anthony, Phillips, Terrell	85	School Bus
4-30	Coke Plant	Bankston 2nd	Pittman, Green, Henderson	90	School Bus
5-3	Jackson Zoo	Bankston 3rd	Stansberry Givens, Jones	90	Private Bus
5-4	Jackson	Williams 8th	Allen, Jordon	65	Private Bus
5-4	Newspaper	Bankston 8th	D. Carpenter	30	School Bus
5-5	Police Dept. Fire Station	Bankston 1st	Flautt	25	Private Bus
5-6	Jackson	Stone Mid. 5th	Sisson	65	Private Bus
5-6	Telephone Company	Threadgill 6th	Henderson	70	School Bus
5-10	National Picture Frame	Williams 8th	Miller	45	School Bus
5-11	Coke Plant Forestry Lab.	Davis-4th, 2nd, 3rd	Jackson, Field, Doss	83	School Bus
5-13	Jackson	Davis 7 & 8	Smith, Gnemi, Farrish	113	Private Bus
5-18	Petrified Forest	Davis,6th	Smith, Jackson, Covington	75	Private Bus
4-15	Cottonlandia	Bankston 6th	K. Branch, L. Carpenter	57	Private Bus
5-18	Outdoor Lab	Davis 5th	Valentine, Knox	85	Private Bus
5-12	Jackson's Zoo & Mall	Special Education	Roach	60	Activity Bus
	61 Field Trips			3061	

APPENDIX O

CAREER EDUCATION PROJECT
GREENWOOD CITY SCHOOLS
Grades 1 - 12
1975-76

Project Director-Helen T. Allen
Coordinators:
Elementary-Blanche Hardin
High School-Nancy McDaniel

Date_____

The Career Education Project Staff is arranging field trips for students in the Greenwood City Schools.

On_____,
your child,_____, will be going by school bus
to tour _____.

Students will be accompanied by their teacher, _____
_____, and a member of the career staff.

Plans indicate the field trip will take a class period.

We feel that you will approve of this educational experience and will indicate your approval by signing and returning this notice to your child's teacher.

_____
NAME OF PARENT

APPENDIX P

GREENWOOD PUBLIC SCHOOLS
GREENWOOD MUNICIPAL SEPARATE SCHOOL DISTRICT
P. O. BOX 1497
GREENWOOD, MISSISSIPPI 38930

ADMINISTRATION:
J. ROBERT CAGLE, JR., ED.D.
SUPERINTENDENT
WHITLEY E. WILSON
ADMINISTRATIVE ASSISTANT
WILLIAM P. RANDLE
ADMINISTRATIVE ASSISTANT

TRUSTEES:
JAMES R. HANKINS, PRESIDENT
KENNETH BIDWELL, SECRETARY
W. J. BISHOP
DR. J. L. ANTHONY, JR.
BILLY MINK

January 8, 1976

TO: Principals of the Elementary Schools
FROM: Career Education Staff
RE: Reporting career education activities

We know that many good ways of infusing career activities into the total curriculum are being used in your schools. It is impossible with our limited staff to know of all these methods that have worked.

On your announcement sheet, will you please give us some help by asking teachers to jot down some ideas that have been used in their classrooms for motivating students to develop self-confidence, acquire information about the world of work, and gain a respect for the dignity of work?

Mrs. Hardin will be in each school to get this information.

Thanks for all you are doing to promote world of work activities.

_____
DIRECTOR, CAREER EDUCATION

_____
CAREER EDUCATION COORDINATOR

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APPENDIX Q

GREENWOOD PUBLIC SCHOOLS
GREENWOOD MUNICIPAL SEPARATE SCHOOL DISTRICT
P. O. BOX 1497
GREENWOOD, MISSISSIPPI 38930

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ADMINISTRATIVE ASSISTANT
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W. J. BISHOP
DR. J. L. ANTHONY, JR.
BILLY MINK

January 7, 1976

TO: Elementary Principals
FROM: Mrs. Allen, Career Education Project, Director
RE: Anti-Drop-Out Program

The career staff and Mrs. Barbara Crumby, 4H Youth Counselor, have arranged a 40 minute program for seventh and eighth grade students in all five elementary schools. The objective is to enlighten students of the possible consequences of dropping out of school prior to high school graduation.

Mr. Ken Gordon, Youth Court Counselor, has agreed to assist in the presentation.

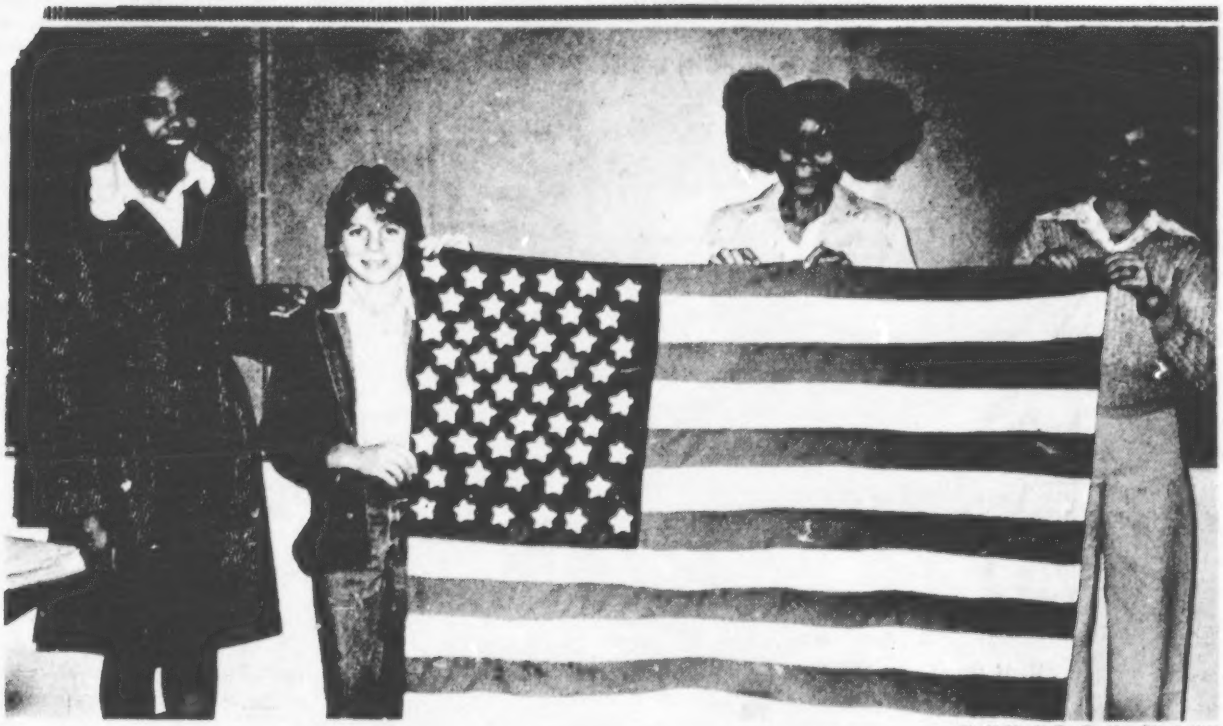
The schedule suitable to the program participants is:

Tuesday, January 27	Wednesday, January 28
8:15-9:15	8:15-9:15
10:15-11:15	10:15-11:15
1:00-2:00	

We would like for you to indicate the time most convenient for the appearance at your school by calling our career office, 453-3252.

We will meet with you to work out any further details.

-Commonwealth, Greenwood, Miss., Sunday, January 18, 1976



—Staff Photo By Denise Stockstill

MRS. MARGIE WALTON, TONY ANTOON, JACQUELINE REED AND SANDRA HARVEY
Holding up the American flag Greenwood High School Civics class made

Civics class makes flags

The 9th grade civics classes at Greenwood High School saluted America's Bicentennial Celebration recently.

With the help of their teacher, Mrs. Margie Walton, the students made eight flags—five American flags, a Mississippi flag, a civics flag and a GHS flag.

The students sewed the flags together by hand.

Students cut out the patterns for the American flags and used cardboard strips to measure the red and white stripes, Mrs. Walton said. They designed the civics flag and the GHS flag themselves.

"The students really did a good job on the flags," she said. "They bought the material, sewed the flags together and then ironed them."

The flags, 51 inches wide and 41 inches long, took about one week to complete. "They worked on the flags during class time and then they came back at their study halls and after school to finish them," she said.

Before the students started making the flags, they studied the history of the American and the Mississippi flags, Mrs. Walton said.

Career education was also involved in the making of the flags, according to Mrs. Nancy McDaniel, career education coordinator at GHS.

"The students learned how to spend their money wisely and how to use their sewing ability or seamstress' talents," Mrs. McDaniel said.

GHS boasts successful D.J.

GHS student, David Browning, selects the next top tune for local radio station.

"DUH! WHICH BUTTON DO I PUSH?"—Browning displays the sophisticated equipment that goes into playing the sounds of your favorite group.

Browning also reads the news, makes commercials, and gives the weather report each hour.

BULLDOG BROADCAST January, 1976

Key Reifers wins Mystery Career Contest

The winner of the first Mystery Career Contest is Key Reifers. Congratulations, Key! You may come by the Career Education office and get your pass to the movie of your choice.

Oh, by the way, the mystery career for this month was in the medical profession, "a dentist." Clues for the next mystery contest will be displayed at the Career Display Center.

PHASING IN "MS. BUSBOY" AND "MRS. MAID"? NOT EXACTLY, BUT SEXIST JOB TITLES ARE BEING QUESTIONED.

Would a woman apply for a job as a foreman, salesman, or credit man? Would a man apply for a job as a laundress, maid, or airline stewardess? Probably not. Unless these job titles were changed to eliminate sex stereotypes.

That's just what the U.S. Census Bureau has done to 52 job titles in its Occupational Classification System. The aim is to eliminate the idea of so-called "men's jobs" and "women's jobs."

See if you can match each old job title on the left below with its new title on the right.

1. foreman
2. maid (household)
3. busboy
4. airline stewardess
5. fireman
6. clergyman
7. policeman
8. laundress
9. forgeman and hammerman
10. shoe repairman
11. deliveryman
12. structural metal draftsman
13. fisherman
14. longshoreman
15. warehouseman

A. waiter's assistant
B. fire fighter
C. clergy
D. warehouse laborer
E. delivery worker
F. forge and hammer operators
G. longshore worker
H. fisher
I. private household cleaner
J. police
K. blue collar worker supervisor
L. launderer
M. structural metal worker
N. flight attendant
O. shoe repairer

Answers:

1. K
2. I
3. A
4. N
5. B
6. C
7. J
8. L
9. F
10. O
11. E
12. M
13. H
14. G
15. D

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JOHN HELMS SPEAKS ON TELEPHONE CAREERS
He is group manager of South Central Bell in Greenwood

Commonwealth, Greenwood, Miss., Friday, April 23, 1976

CHARLES SWAYZE JR. TELLS WHAT IT TAKES TO BE A LAWYER
Seated is legal intern Frank George, a recent Ole Miss Law graduate

Local speakers participate in recent GHS career day

More than 280 students participated recently in Career Information Day, sponsored by the Career Education Staff at Greenwood High School.

Cooperating with John H. McHann, Greenwood High School principal, and Mrs. Elizabeth Lewis, Junior Class sponsor, the Career Education Coordinator, Mrs. Nancy McDaniel and the Career Clerk, Mrs. Deborah McDowell, scheduled the students to hear resource speakers in careers they are investigating.

Students completed career education staff-developed surveys indicating their current interests. Resource persons were chosen in the clusters with the highest rank. Each student had an opportunity to hear six different job families discussed.

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Mrs. Allen thanks career speakers for successful event

Mrs. Otis Allen, director of the Career Education Program for the Greenwood City Schools, today expressed her appreciation to the many business and professional people who helped make the recent Career Information Day at Greenwood High School a success.

Speakers during the day included; Granville Martin, accounting; John Helms, telephone careers; Eugenia Gregory, executive secretary; Dough McCrory, banking; Joe May, trucking; Charles Swayze Jr., lawyer; Bill Galey, postal service; Wanda Buzzarde, nursing; James McAdams architect; Allen Hammons, artist; Dr. Dick Meek, physician; Charles McCurdy, city government; Bob Smith, cashier; Wayne Miller, law enforcement; Rosalie Witty, social work; John Emmerich, journalist and editor; Glen Doty, pharmacist; Dr. Amanda Elzy, secondary teacher; Bill Allen, electrician; Roy Martin, music; Wayne Pittman, police; Robert Montgomery, building trades; Kelley Kyte, interior design; Barbara Crumby, home economist; Walter Crosby, Mississippi Highway Patrol; Chief William Johnson, Navy; Recruiter Blandon, Air Force; Melverta Henderson, elementary teacher; Sgt. Thomas Brooks, Army; Ruth Jewel Jones, cosmetologist; and Maj. Hilton N. McCann, U.S.M.C. Ret.

NURSING FIELD IS DISCUSSED BY WANDA BUZZARDE
She is in charge of nursing personnel at Greenwood Leflore Hospital

DOUG McCRORY TALKS TO STUDENTS ABOUT THE BANKING FIELD
McCrory is vice-president of First Greenwood Bank

Commonwealth
Tuesday, April 27, 1976

HOME ARTS CAREER FAIR

Greenwood Youth Center
November 25, 1975

CLOTHING.	Marguerite Davis Extension Specialist in Clothing
FOODS	Connie Bellinger, Director Greenwood Nutrition Project
HOME FURNISHINGS. . . .	Sarah Fountain Extension Specialist in Home Furnishing
HEALTH.	Susie Overstreet Extension Specialist in Health Education
FAMILY LIFE	Jewell McGinty Extension Family Life Specialist
EQUIPMENT	Mary Billings Leflore County Extension Home Economist

Sponsored by:

Leflore County 4-H
Barbara Crumby
Extension 4-H - Youth Agent

Greenwood High School
Career Education Department
Helen Tucker Allen, Director

APPENDIX X

GREENWOOD PUBLIC SCHOOLS
GREENWOOD MUNICIPAL SEPARATE SCHOOL DISTRICT
P. O. BOX 1497
GREENWOOD, MISSISSIPPI 38930

ADMINISTRATION:
J. ROBERT CAGLE, JR., Ed.D.
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W. J. BISHOP
DR. J. L. ANTHONY, JR.
BILLY MINK

The Greenwood Municipal Separate School District has been funded for a Career Education Project, grades 1-12, for the 1975-76 school year.

Emphasis is on assisting students in grades one through twelve in learning about the world of work.

We are surveying the businesses and industries of this area to see how they may be able to contribute to the ongoing instructional program. Career information is being infused to add relevancy to the traditional subject areas.

Please fill out the questionaire and return it in the enclosed envelope. If you desire further information about our program, please feel free to call 453-3252.

Sincerely,

Helen T. Allen, Director
Career Education Project

HA/ctl

APPENDIX Y

CAREER EDUCATION NEWSLETTER TO PARENTS

September 22, 1975

There will be a job in your child's future.

All school activities are helping to prepare students for life.

Career Education seeks to provide students with basic academic skills, basic work habits, work values, knowledge of work, career decision - making skills, and job-seeking, job-getting, and job-holding skills.

Career Education aims to make education, as preparation for work, a prominent and permanent goal of all who teach and all who learn.

Each teacher will be involved in helping your child become aware of the many ways people make a living.

Will you please complete the Parent's Information Survey? We welcome the opportunity of having you come to school and share with the students the details of your employment. This may be arranged by the career staff.

Your suggestions for helping us better serve your child are welcomed. Contact the Career Education Office, by calling 453-3252.

REMEMBER--

"T O D A Y ' S E D U C A T I O N

M E A N S

T O M O R R O W ' S J O B"

Parent's Information Survey

Name_____ Phone_____

Address_____

Child's Name _____

1. Where have you spent most of your life? (Circle one)

   A. In this neighborhood
   B. In this state
   C. In another state in the United States
   D. Outside the United States

2. What type of work do you do? _____

3. What special training or education have you received in preparation for or conjunction with the job you now hold?

   _____

   _____

4. Does your job require special uniforms, training, or involve unusual products or services? _____

   _____

5. Would you be willing to speak to the class about your work?
   Yes No

6. Would children in our class be able to visit the place where you work? Yes No

7. How much time would you be willing to volunteer per year to our Career Education Program?

   _____One hour
   _____Two hours
   _____Three hours
   _____Four hours
   _____Five hours
   _____Other _____

8. What suggestions do you have that will help make the Career Education Program more valuable for individual students.

APPENDIX Z

GREENWOOD HIGH SCHOOL CAREER EDUCATION

Student Job Survey

Name_____ Grade_____

Address_____ School_____

Name of place where you work _____

_____

What do you do on your job?_____

_____

_____

How many hours a week do you work?_____

_____

How did you get your job?_____

_____

_____

_____

What school skills do you use on your job? _____

_____

_____

Additional Information:

_____

_____

_____

_____

_____